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ABSTRACT

This curriculum guide presents the core standards and objectives for level 7-12 language arts instruction in Utah. The curriculum guide begins with a statement of the elementary and secondary school program of studies and high school graduation requirements. After a brief statement on the importance of language arts and core curriculum standards (in which the importance of communication skills is stressed), the guide presents detailed core and optional course descriptions and detailed lists of objectives for 42 papers (descriptive essays, narrative texts, persuasive papers, correspondence, resumes, drama experiences, and applied communication) to be written by students at the various levels of instruction. (RS)

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SECONDARY
CORE CURRICULUM STANDARDS

Utah State Board of Education

LEVELS 7-12

Language Arts
(Drama)

CS214266

1991

CS

A LETTER

FROM THE UTAH STATE BOARD OF EDUCATION

What takes place in the thirteen years from kindergarten through the twelfth grade of public school is critical to each student's success in today's world. The new core curriculum standards have been developed to provide a solid foundation in education for students. They call for mastery of information, concepts, and skills in the subject areas of: arts, information technology, language arts, library media, mathematics, responsible healthy lifestyles, science, social studies, and vocational and applied technology education.

The world of the future will require less than one-fourth of the work force for the production of consumer goods and food items. The core standards are designed to prepare students for those changing times that will require knowledge and skills for living and competition in the informational age.

Sincerely,

Neola Brown
Ruth Hardy Funk
Keith T. Checketts
Donald G. Christensen
John M. R. Covey

C. Grant Hurst
Harold S. Jensen
V. Jay Liechty
Frances Hatch Merrill

INTRODUCTION

Action by the State Board of Education in January of 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learnings may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

STATE BOARD OF EDUCATION

New Date of Adoption 11-7-86	Revised Date	Descriptor Code:

THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningful as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interaction, movement, fitness and health, and career competencies.

Elementary Education

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

Secondary Education

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

R300-700. The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.

R300-700-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "IEP" means individual education program.

C. "Special assignment teacher" means a teacher assigned to:

(1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;

(2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or

(3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

R300-700-2. Authority and Purpose.

A. This rule is authorized under Article X, Section 3 of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1)(b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

R300-700-3. General Requirements - Course Standards.

The Board establishes minimum course description standards and objectives for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

R300-700-4. General Requirements - Teacher Qualifications.

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

R300-700-5. General Requirements - Special Assignment Teachers.

A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.

B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college coursework in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

R300-700-6. General Requirements - Unit of Credit.

A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

B. Credit may be earned in any of the following ways:

(1) successful completion of a course;

(2) demonstrated proficiency, via preassessment;

(3) demonstrated mastery of approved courses outside of the school day or year;

(4) concurrent enrollment in approved post-secondary training institutions;

(5) demonstrated mastery of approved correspondence or extension courses; or

(6) upon application, demonstrated mastery in special experimental programs.

R300-700-7. General Requirements - Instructional Time.

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

R300-700-8. General Requirements - Student Education Plan.

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

R300-700-9. General Requirements - Diploma.

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

R300-700-10. Requirements for Elementary Education.

A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of the primary grades, grade three, and again during or at the completion of the intermediate grades, grade six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.

B. Required Elementary Core Curriculum:

REQUIRED ELEMENTARY CORE CURRICULUM
GRADES K-6

GENERAL CORE		OPTIONS
LANGUAGE ARTS	SOCIAL STUDIES	FOREIGN LANGUAGE
Reading	Introductory Citizenship	
Writing	Principles and Practices	
Speaking		
Listening	ARTS	
MATHEMATICS	RESPONSIBLE HEALTHY LIFESTYLES	
SCIENCE	INFORMATION TECHNOLOGY	

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

R300-700-11. Middle and High School Requirements.

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Middle Education Core Curriculum:

GENERAL CORE - 10.5 Units PLUS REQUIRED ELECTIVES 1.5

SUBJECT AREAS	REQUIREMENTS	
Language Arts	2.0	LOCAL DISTRICT OPTION
Mathematics	2.0	
Science	1.5	
Social Studies	1.5	
The Arts	1.0	
Information Technology	Credit Optional	
Responsible Healthy Lifestyles	1.5	
Vocational Education Technology, Life and Careers	1.0	

C. High School Core Curriculum:

(1) Required credits:

HIGH SCHOOL CORE CURRICULUM
GRADES 9-12 24 UNITS OF CREDIT REQUIRED

GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES 9.5

SUBJECT AREAS	REQUIREMENTS

Language Arts	3.0
Mathematics	2.0
Science	2.0
Information Technology	Credit Optional
Social Studies	3.0
Arts	1.5
Responsible Healthy Lifestyles	2.0
Vocational Education Occupational Preparation	1.0
SELECTED ELECTIVES	9.5

(2) Any state-approved vocational course, or the vocational core course fulfills the vocational education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:
Foreign Language: 2.0 units of credit
Mathematics: 1.0 units of credit
English: 1.0 units of credit
Science: 1.0 units of credit
Electives: 4.5 units of credit

(b) Technology/Vocational/Job Entry Clusters:
Select one:
Technical Emphasis: 4.0 units of credit
Vocational Emphasis: 5.0 units of credit
Computer Science: .5 units of credit

(c) Electives: 4.0 - 5.0 units of credit

D. Informational Technology standards in the Middle Education and High School core curriculum may be taught either by integrating them into other areas of the curriculum or in a specific class. Integration requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 units of credit.

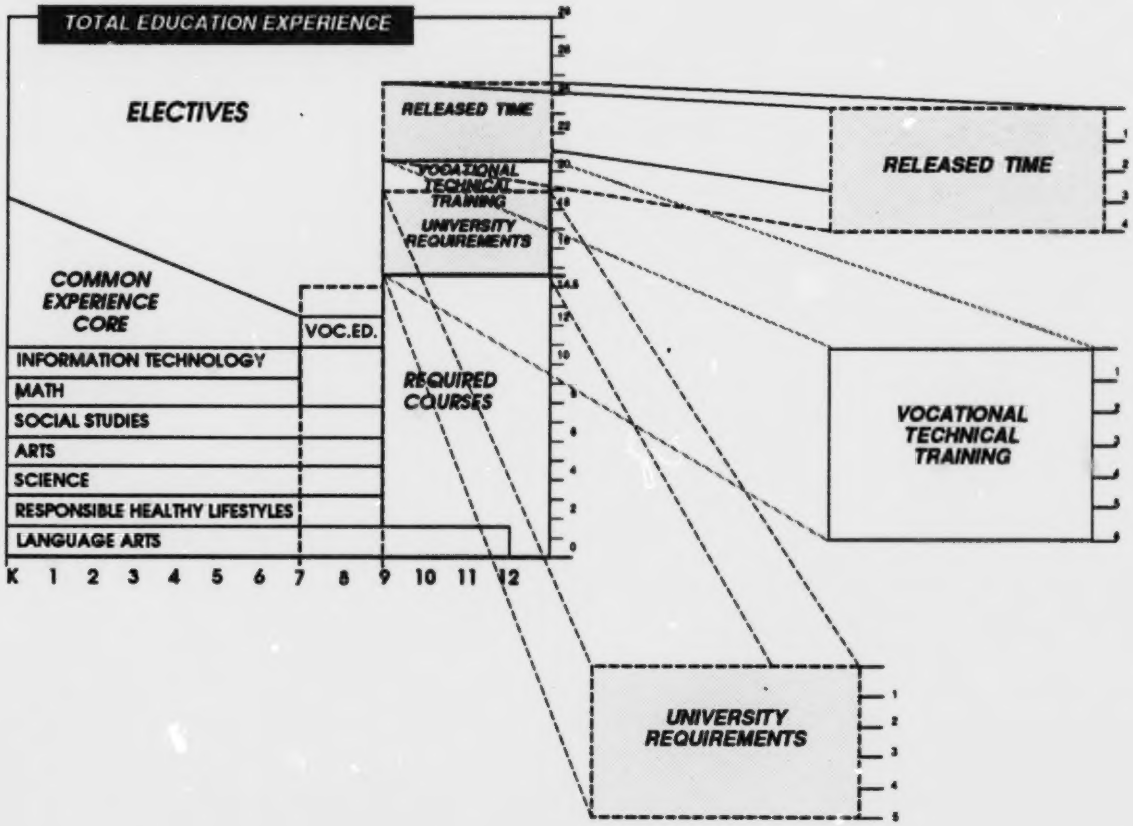
E. All handicapped students are required to demonstrate mastery of the courses in the Middle Education and High School general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

KEY: curricula
1987

Art X Sec 3
53A-1-402(1)(b)
53A-1-401(3)

CORE COMPLETION GUARANTEES STUDENT ACCESS

1. Guarantees common experience which forms the foundation skills.
2. Guarantees access to jobs and entry into college or vocational-technical education through required course completion.
3. Permits intensive vocational-technical education, entry into research universities, and a released-time component through specialization options.



TOTAL EDUCATION EXPERIENCE
ELECTIVES
RELEASED TIME
VOCATIONAL TECHNICAL TRAINING
UNIVERSITY REQUIREMENTS
COMMON EXPERIENCE CORE
VOC.ED.
REQUIRED COURSES
INFORMATION TECHNOLOGY
MATH
SOCIAL STUDIES
ARTS
SCIENCE
RESPONSIBLE HEALTHY LIFESTYLES
LANGUAGE ARTS
K 1 2 3 4 5 6 7 8 9 10 11 12
28 26 24 22 20 18 16 14.5 12 10 8 6 4 2 0
RELEASED TIME
1 2 3 4
VOCATIONAL TECHNICAL TRAINING
1 2 3 4 5 6
UNIVERSITY REQUIREMENTS
1 2 3 4 5

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LANGUAGE ARTS

The following core standards and objectives are wri
each student to communicate effectively in society as a c
productive, caring, and responsible citizen.

Without adequate communication skills, success in sc
the job market, or in personal life is not possible. To
effective communicator, one must study thinking, reading,
speaking, and listening in an integrated curriculum. The
represent a whole, parts of which are experienced someti
tion but which most generally occur in concert. They fo
of the foundation of all learning and are an important e
humanity.

Communication skills cannot be taught productively t
isolated study of traditional, structural, or transforma
Rather, research shows that the conventions of written ar
communication are important only as they occur as an inte
the communication process. For example, responsive liste
critical part of communication can only be taught in the
the communication process. The need for correct conventi
in the revision or editing stages (and most certainly pri
cation). At that point, the necessary skills can and sho
effectively. Research has proven that time is better spe
reading and discussing of great ideas and in the practica
of skills rather than in the isolated drill of grammar an
rules.

Language skills stretch across all mastery levels ar
areas. Teaching effective language skills is a shared re
involving all teachers, administrators, and parents, as w
dents. These skills are taught, reinforced, and expanded
through all subject areas. Many of the core curriculum a
included in this document could, and probably should, be
tandem with other subjects and under the direction of a t
teachers, only one of which must be the language arts in
In addition, there is at least one paper per grade level
taught in conjunction with the library media specialist/
holds the expertise to introduce students to the skills
search for information.

Reading is a primary component of the communication
the choice of reading material for discussion is left to
tion of the district, school, and classroom teacher. No
recommended reading are included in the core.

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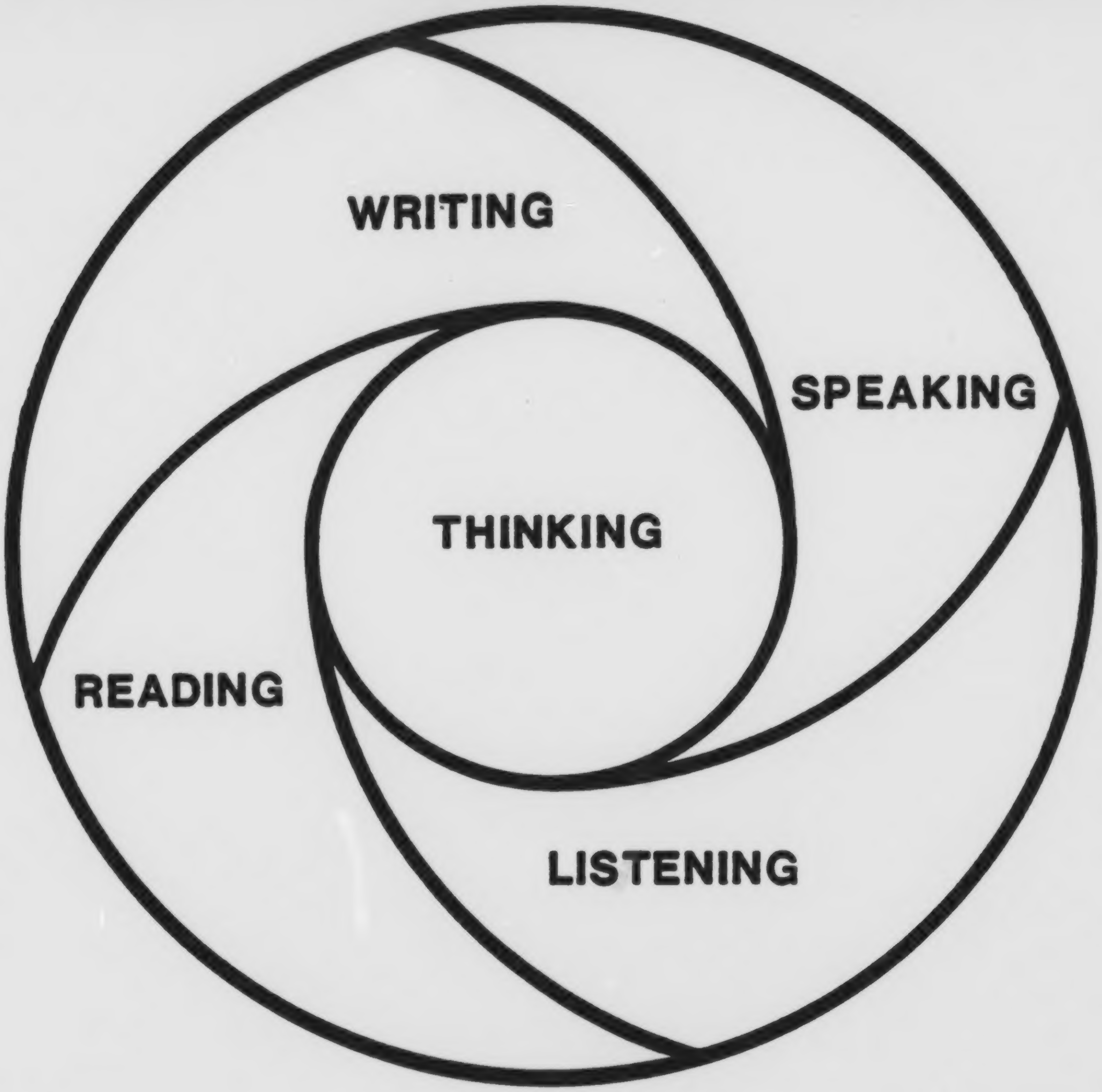

Students need daily opportunities to develop related language skills. Students develop skills by practicing them, but no skill or individual content material should be practiced in isolation. Spelling, mechanics, usage, and vocabulary study should generally be derived from and related to the literature selections and students' writing (Hillocks, 1984).

Traditionally, mechanics and usage have been taught for their own sake, apart from reading and writing. Research shows that mechanics, usage, spelling, and vocabulary are important as content when they are taught as an integral part of the writing process (Cooper, 1974; Cooper, 1983; Odell, 1974). When in the revising or editing stages, the need for correct usage, spelling, and mechanics emerges, the necessary skill can then be productively taught (Emig, 1971).

The instruction of formal grammar, unless directly related with the writing, reading, and speaking processes, does not help students develop communication skills. Furthermore, researchers have incontrovertibly concluded that in programs in which excessive time is devoted to the study of grammar, independent of the reading and writing processes, the effects are negative. It may be helpful for students to have a knowledge of grammatical terminology when it is taught in the context of their own writing, reading, and speaking. In the words of William Irmsher, past-president of the National Council of Teachers of English, "Few grammarians are writers, but all writers are grammarians." In summary, skill attainment through process is paramount, content is secondary.

3. Language skills stretch across all mastery levels and subject areas.

   The teaching of effective language skills is a shared responsibility, involving all teachers in all subject areas, administrators, and parents. These skills are taught, reinforced, and expanded repeatedly through all subject areas.

4. In general, the developmental sequence of language skills is: Fluency ---- Detail ---- Abstractions.

   Students must be able to produce and comprehend ample amounts of language before detail can be effectively taught. Then students must learn to articulate and comprehend specific language before tackling abstractions in language. That is, when learning to write, students must first produce several paragraphs before moving to specific language that brings writing to life. From concrete, vivid language the students can then go forward to language that has no physical referent (e.g., truth, justice, freedom) and employs calculated rhetorical strategies, including logic.

   Although development of language skills is a lifelong process, students can demonstrate appropriate progress for each grade level.

George Hillocks, Jr. "What Works in Teaching Composition: A Meta-analysis of Experimental Treatment Students." American Journal of Education, Vol. 93 (November, 1984), 1, 133-170.

Charles R. Cooper, "Research Roundup: Oral and Written Composition," English Journal, Vol. 63 (September, 1974), 102

Charles R. Cooper, "Research Roundup: Oral and Written Composition," English Journal, Vol. 62 (November, 1973), 1,202.

Lee Odell, "Measuring the Effect of Instruction in Pre-Writing," Research in the Teaching of English, Vol. 8 (fall, 1974), 240.

Janet Emig, The Composing Processes of Twelfth Graders. Urbana, Illinois: National Council of Teachers of English, 1971, 98-99.

UTAH STATE LANGUAGE ARTS CORE 7 - 12

Papers To Be Written

These papers can be taught in any order within each grade level.

Core	Level 7	Description of a familiar object.	Narrative based on a single personal experience.	Project/Paper on a question of personal interest.	Persuasive paper presenting a case for a personal need.	Multiple-step, multiple-sequence process paper or presentation.	Drama experiences.		
	Level 8	Character sketch of a familiar person.	Narrative based on the experience of a friend or relative.	Project/ Biographical sketch of a famous contemporary person.	Persuasive paper presenting a case for meeting the needs of a friend or relative.	Letter of request or response.	Drama experiences.		
	Level 9	Description of a familiar place.	Narrative based on a series of related episodes from personal experience.	Project/Paper on a local historical person, place, or event.	Persuasive paper presenting the need to solve a local community problem.	Business correspondence.			
	Level 10	Description of a character using dominant impression.	Narrative based on series of related episodes from the experience of others.	Project/Paper on a topic of global concern.	Persuasive paper based on a significant international issue.	Job application.			
	Level 11	Vivid description of an action.	Narrative containing conflict, character, setting, and theme.	Project/Paper on an issue of national concern.	Persuasive paper presenting the need to solve a problem of national concern.	Resume			
	Level 11 Applied Communication (alternative course)	Module #1 Communication in the workplace.	Module #2 Gathering and using information in the workplace.	Module #3 Using problem-solving strategies.	Module #4 Starting a new job.	Module #5 Communicating with co-workers.	Module #6 Participation in groups.	Module #7 Following and giving directions.	
Optional Courses	Level 12 Honors	Fictional narrative using any genre.	Analysis of a societal issue.	Solution paper.	Comparison/ Contrast.	Critical response.			
	Level 12 Applied Communication (alternative course)	Module #8 Communicating with supervisors.	Module #9 Presenting your point of view.	Module #10 Communicating with clients and customers.	Module #11 Making and responding to requests.	Module #12 Communicating to solve interpersonal conflicts.	Module #13 Evaluating performance.	Module #14 Upgrading, retraining, and changing jobs.	Module #15 Improving the quality of communication.

LANGUAGE ARTS LEVEL 7

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
English, Level 7	1.0	Mastery of Level 6

LA LEVEL 7

SIS COURSE NUMBER: 4070
SIS CODE: LA

COURSE DESCRIPTION

This course develops the thinking, reading, writing, speaking, and listening skills as identified in the preface. Students improve all aspects of their communication skills.

Students are introduced to a greater variety of literature, including practical as well as traditional literary material. They continue to decode (read the lines), to infer (read between the lines), to interpret (read beyond the lines), and to identify and appreciate effective use of language. They improve their expressive and receptive vocabularies; i.e., the words they use in speaking and writing and the words they understand when reading and listening. They are introduced to investigative and library reference skills.

Students continue to develop the listening process to become responsive listeners; e.g., paraphrasing, using sequential dialogue, and summarizing.

Students have multiple opportunities to practice writing, to increase fluency, to generate ideas, and to begin to emphasize correctness in finished pieces. All phases of the writing process are employed, where appropriate, to enhance meaning and communication for various audiences.

Oral composing, emphasizing both responsive listening and effective speaking, augments the written composing process. To develop skills and confidence in expressing meaning, students speak in pairs, in small groups, in class discussion, and in presentations. In addition, students continue to experience drama in the language arts core at Level 7.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

CORE STANDARDS OF THE COURSE

PAPER #1: DESCRIPTION OF A FAMILIAR OBJECT

STANDARD 4070-01-1	The students will understand how to describe a familiar object. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading selections, discussion, and/or observation, the students will:**
4070-0101-1	Share their own opinions, reactions, and impressions of the literature.
4070-0102-1	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4070-0103-1	Find examples of vividly described objects.
4070-0104-1	Find sentences that have combined ideas.
4070-0105-1	Identify sensory words, phrases, and sentences that contribute to the description of objects.
4070-0106-1	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4070-0107-1	Choose a familiar object to describe.
4070-0108-1	Determine an appropriate audience for their paper.
4070-0109-1	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4070-02-1	The students will describe a familiar object. (LISTENING, SPEAKING, READING, CRITICAL THINKING WRITING, RESPONDING, REVISING.)

OBJECTIVES	**While drafting, the students will:**
4070-0201-1	Use appropriate voice.
4070-0202-1	Use sensory words.
4070-0203-1	Use figurative language.

4070-0204-1	Use an appropriate organizational scheme.
	While revising, the students will:
4070-0205-1	Participate in response groups for peer evaluation.
4070-0206-1	Analyze and clarify the paper to improve its meaning and communication.
4070-0207-1	Make necessary structural and syntactical changes for improvement.

STANDARD 4070-03-1	The students will produce a final draft that describes a familiar object. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4070-0301-1	Correct fragments and run-ons.
4070-0302-1	Use adjectives and adverbs correctly.
4070-0303-1	Use the proper form of pronouns.
4070-0304-1	Use correct subject-verb agreement.
4070-0305-1	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4070-0306-1	Use specific words and details.
4070-0307-1	Eliminate slang and jargon.
4070-0308-1	Define unfamiliar terms for the audience.
4070-0309-1	Correct misplaced phrases and clauses.
4070-0310-1	Punctuate the final draft correctly.
4070-0311-1	Paragraph the final draft appropriately.
4070-0312-1	Use transitions between paragraphs.
4070-0313-1	Use correct capitalization.
4070-0314-1	Use standard spelling.
4070-0315-1	Eliminate inconsistencies in tense.
4070-0316-1	Correct faulty parallelism.

4070-0317-1	Eliminate redundancies.
4070-0318-1	Share the final draft.

PAPER #2: NARRATIVE BASED ON A SINGLE PERSONAL EXPERIENCE

STANDARD 4070-01-2	The students will read and/or listen to narratives based on a single personal experience. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Through reading short stories, discussing them, and/or observing them in media presentations, the students will:
4070-0101-2	Share their own opinions, reactions, and impressions of the literature.
4070-0102-2	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4070-0103-2	Discuss the anecdotes.
4070-0104-2	Discuss the use of dialogue.
4070-0105-2	Analyze character.
4070-0106-2	State the author's purpose; e.g., to inform, to entertain, to persuade.
4070-0107-2	Define vocabulary in context.
	Before drafting, the students will:
4070-0108-2	Select a single personal experience about which to write.
4070-0109-2	Determine an appropriate audience.
4070-0110-2	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4070-02-2	The students will write a narrative based on a single personal experience. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	While drafting, the students will:
4070-0201-2	Effectively relate a single personal experience.

4070-0202-2	Use appropriate voice.
4070-0203-2	Use specific words and details.
4070-0204-2	Use dialogue.
	While revising, the students will:
4070-0205-2	Participate in response groups. for peer evaluation.
4070-0206-2	Analyze and clarify the paper to improve its meaning and communication.
4070-0207-2	Make necessary structural and syntactical changes for improvement.

STANDARD 4070-03-2	The students will produce a final draft of a narrative based on a single personal experience. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	While editing and publishing, the students will:
4070-0301-2	Correct fragments and run-ons.
4070-0302-2	Use adjectives and adverbs correctly.
4070-0303-2	Use the proper form of pronouns.
4070-0304-2	Use correct subject-verb agreement.
4070-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4070-0306-2	Use specific words and details.
4070-0307-2	Eliminate slang and jargon.
4070-0308-2	Define unfamiliar terms for the audience.
4070-0309-2	Correct misplaced phrases and clauses.
4070-0310-2	Punctuate the final draft correctly, paying particular attention to dialogue.
4070-0311-2	Paragraph the final draft appropriately.
4070-0312-2	Use transitions between paragraphs.
4070-0313-2	Use correct capitalization.

4070-0314-2	Use standard spelling.
4070-0315-2	Eliminate inconsistencies in tense.
4070-0316-2	Correct faulty parallelism.
4070-0317-2	Eliminate redundancies.
4070-0318-2	Share the final draft.

PAPER #3: PROJECT/PAPER ON A QUESTION OF PERSONAL INTEREST

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation of all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4070-01-3	The students will find, use, and analyze information from the library media center and other locations on a question of personal interest. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4070-0101-3	Choose a topic of personal interest.
4070-0102-3	Read an encyclopedia article on the topic. Narrow or broaden the topic if necessary.
4070-0103-3	Formulate questions to explore the topic.
4070-0104-3	Determine search terms or key words to locate additional information.
4070-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4070-0106-3	Find relevant, current, and accurate information from various sources that answers predetermined questions.
4070-0107-3	Differentiate between fact and opinion in each source.
4070-0108-3	Evaluate information.
4070-0109-3	Synthesize information from selected sources.
4070-0110-3	Define unfamiliar vocabulary in context.
4070-0111-3	Determine an appropriate audience for the paper.

4070-0112-3	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD
4070-02-3

The students will create an informative project/paper that explores a question of personal interest. (LISTENING, SPEAKING, READING CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4070-0201-3	Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine article, newscast, editorial, script, I-search, etc.
4070-0202-3	Use appropriate voice.
4070-0203-3	Clearly define the topic.
4070-0204-3	Synthesize and organize information.
4070-0205-3	Use new words correctly.
4070-0206-3	Use specific words and details.
4070-0207-3	Prepare a simple bibliography.
	While revising, the students will:
4070-0208-3	Participate in response groups for peer evaluation.
4070-0209-3	Analyze and clarify the paper to improve its meaning and communication.
4070-0210-3	Make necessary structural and syntactical changes for improvement.

STANDARD
4070-03-3

The students will produce a final draft of a project/paper that explores a question of personal interest. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES:	**While editing and publishing, the students will:**
4070-0301-3	Correct fragments and run-ons.
4070-0302-3	Use adjectives and adverbs correctly.

4070-0303-3	Use the proper form of pronouns.
4070-0304-3	Use correct subject-verb agreement.
4070-0305-3	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4070-0306-3	Use specific words and details.
4070-0307-3	Eliminate slang and jargon.
4070-0308-3	Define unfamiliar terms for the audience.
4070-0309-3	Correct misplaced phrases and clauses.
4070-0310-3	Punctuate the final draft correctly, paying particular attention to dialogue.
4070-0311-3	Paragraph the final draft appropriately.
4070-0312-3	Use transitions between paragraphs.
4070-0313-3	Use correct capitalization.
4070-0314-3	Use standard spelling.
4070-0315-3	Eliminate inconsistencies in tense.
4070-0316-3	Correct faulty parallelism.
4070-0317-3	Eliminate redundancies.
4070-0318-3	Share the final draft.

PAPER #4: PERSUASIVE PAPER PRESENTING A CASE FOR A PERSONAL NEED

STANDARD 4070-01-4	The students will explore their personal needs through literature study and discussion. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Using a variety of persuasive material on a given subject, the students will:**
4070-0101-4	Share their own opinions, reactions, and impressions of the literature.
4070-0102-4	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4070-0103-4	Separate fact from opinion.
4070-0104-4	Identify causes and effects.
4070-0105-4	Draw and support a conclusion.
4070-0106-4	Discuss the validity of the author's point of view.
4070-0107-4	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4070-0108-4	Choose a personal need about which to write or speak persuasively.
4070-0109-4	Determine an appropriate audience.
4070-0110-4	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4070-02-4	The students will draft a paper to present a case for a personal need. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)
OBJECTIVES	**While drafting, the students will:**
4070-0201-4	Use appropriate voice.
4070-0202-4	Support the case logically with examples or facts.

4070-0203-4 Use words that will persuade most effectively.

4070-0204-4 Anticipate counter arguments and refute them.

4070-0205-4 Construct an effective conclusion.

While revising, the students will:

4070-0206-4 Participate in response groups for peer evaluation.

4070-0207-4 Analyze and clarify the paper to improve its meaning and communication.

4070-0208-4 Make necessary structural and syntactical changes for improvement.

STANDARD
4070-03-4

The students will prepare a final draft or present a speech making a case for a personal need. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, EDITING, PUBLISHING)

OBJECTIVES: **While editing and publishing, the students will:**

4070-0301-4 Correct fragments and run-ons.

4070-0302-4 Use adjectives and adverbs correctly.

4070-0303-4 Use the proper form of pronouns.

4070-0304-4 Use correct subject-verb agreement.

4070-0305-4 Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4070-0306-4 Use specific words and details.

4070-0307-4 Eliminate slang and jargon.

4070-0308-4 Define unfamiliar terms for the audience.

4070-0309-4 Correct misplaced phrases and clauses.

4070-0310-4 Punctuate the final draft correctly.

4070-0311-4 Paragraph the final draft appropriately.

4070-0312-4 Use transitions between paragraphs.

4070-0313-4 Use correct capitalization.

4070-0314-4	Use standard spelling.
4070-0315-4	Eliminate inconsistencies in tense.
4070-0316-4	Correct faulty parallelism.
4070-0317-4	Eliminate redundancies.
4070-0318-4	Share the final draft.

PAPER #5: MULTIPLE-STEP, MULTIPLE-SEQUENCE PROCESS PAPER OR PRESENTATION

STANDARD 4070-01-5	The students will understand written and/or oral multiple-step, multiple-sequence directions; e.g., recipes, repair manuals, assembly instructions, etc. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Using multiple-step, multiple-sequence directions, the students will:**
4070-0101-5	Listen attentively.
4070-0102-5	Identify all steps in the process.
4070-0103-5	Identify the sequence of activities.
4070-0104-5	Summarize charts, graphs, and diagrams when information is presented in a visual format.
4070-0105-5	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4070-0106-5	Choose a multiple-step, multiple-sequence process about which to write and present.
4070-0107-5	Determine appropriate audience.
4070-0108-5	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.
4070-0109-5	Determine the appropriate organizational scheme; i.e., chronological, process, spatial, etc.

STANDARD 4070-02-5	The students will produce a multiple-step, multiple-sequence paper and presentation of how to do something. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)
OBJECTIVES	**While drafting, the students will:**
4070-0201-5	Use appropriate voice.
4070-0201-5	Use an appropriate organizational scheme.

4070-0202-5	Develop clear, logical steps within each sequence.
4070-0203-5	Differentiate between major sequences and steps.
4070-0204-5	Use charts, graphs, and diagrams to convey information in a visual format when appropriate.
4070-0205-5	Compose subject matter at the level appropriate for the audience's understanding.
4070-0206-5	Use appropriate process (transitional) vocabulary; e.g., "first . . . , second . . . , or "now . . . , then . . . ."

While revising, the students will:

4070-0207-5	Participate in response groups for peer evaluation.
4070-0208-5	Analyze and clarify the paper or presentation to improve its meaning and communication.
4070-0209-5	Make necessary structural and syntactical changes for improvement.

STANDARD 4070-03-5	The students will produce a final draft of a multiple-step, multiple-sequence explanation of how to do something. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4070-0301-5	Correct fragments and run-ons.
4070-0302-5	Use adjectives and adverbs correctly.
4070-0303-5	Use the proper form of pronouns.
4070-0304-5	Use correct subject-verb agreement.
4070-0305-5	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4070-0306-5	Use specific words and details.
4070-0307-5	Eliminate slang and jargon.
4070-0308-5	Define unfamiliar terms for the audience.
4070-0309-5	Correct misplaced phrases and clauses.

4070-0310-5	Punctuate the final draft correctly.
4070-0311-5	Paragraph the final draft appropriately.
4070-0312-5	Use transitions between paragraphs.
4070-0313-5	Use correct capitalization.
4070-0314-5	Use standard spelling.
4070-0315-5	Eliminate inconsistencies in tense.
4070-0316-5	Correct faulty parallelism.
4070-0317-5	Eliminate redundancies.
4070-0318-5	Share the final draft.

DRAMA EXPERIENCES

STANDARD 4070-04

The students will understand how movement and pantomime reinforce skills in nonverbal communication. (LISTENING, SPEAKING, READING, CRITICAL THINKING, INTERPRETING)

OBJECTIVES **The students will:**

4070-0401. Share their own opinions, reactions, and impressions of the literature.

4070-0402. Evaluate pieces of literature for their applicability to pantomime.

4070-0403. Select a piece to perform.

4070-0404. Determine the audience.

4070-0405. Demonstrate the techniques of pantomime.

4070-0406. Apply pantomime techniques to a selected piece of literature.

4070-0407. Present a prepared pantomime.

4070-0408. Participate in peer response groups for evaluation of the performance.

4070-0409. Make necessary changes for improvement.

4070-0410. Present the finished performance for an audience.

STANDARD 4070-05

The students will work in pairs to discover the interdependency of speakers and listeners. (LISTENING, SPEAKING, READING, CRITICAL THINKING.)

OBJECTIVES **The students will:**

4070-0501. Explain the principles of oral dyadic communication; i.e., being a willing listener, giving appropriate feedback, etc.

4070-0502. Choose a partner with whom they feel comfortable.

4070-0503. Identify a situation which the whole class can explore for principles of dyadic conversation.

4070-0504. Participate in a conversation with a partner on the class issue identified while an observer records positive and negative aspects of the communication.

4070-0505. Participate in a peer response group for performance evaluation.

4070-0506. Make necessary changes for improvement in listening and speaking skills.

STANDARD 4070-06

The students will participate in role-playing experiences using other academic content material. (LISTENING, SPEAKING, READING, CRITICAL THINKING.

OBJECTIVES **The students will:**

4070-0601. Choose subject-specific characters or topics to explore through role-playing; e.g., characters from history, famous scientists, social issues, politics, etc.

4070-0602. Research the chosen topic using the library media specialist/teacher as a resource.

4070-0603. Choose roles in which to conduct discussions or simulations of the topics chosen.

4070-0604. Participate in a peer group evaluation for feedback on practice performances.

4070-0605. Present role-playing situations to an audience.

LANGUAGE ARTS LEVEL 8

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
English, Level 8	1.0	Mastery of Level 7

LA LEVEL 8

SIS COURSE NUMBER: 4080
SIS CODE: LA

COURSE DESCRIPTION

This course continues the development of the thinking, reading, writing, speaking, and listening skills as identified in the preface. Students further improve all aspects of their communication skills.

Students are introduced to a greater variety of literature, including practical as well as traditional literary material. They continue to decode (read the lines), to infer (read between the lines), to interpret (read beyond the lines), and to identify and appreciate effective use of language. They improve their expressive and receptive vocabularies; i.e., the words they use in speaking and writing and the words they understand when reading and listening. They are introduced to investigative and library reference skills.

Students continue to develop the listening process to become responsive listeners; e.g., paraphrasing, using sequential dialogue, and summarizing.

Students have multiple opportunities to practice writing, to increase fluency, to generate ideas, and to begin to emphasize correctness in finished pieces. All phases of the writing process are employed, where appropriate, to enhance meaning and communication for various audiences.

Oral composing, emphasizing both responsive listening and effective speaking, augments the written composing process. To develop skills and confidence in expressing meaning, students speak in pairs, in small groups, in class discussions, and in presentations. In addition, students continue to experience drama in the language arts core at Level 8.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

CORE STANDARDS OF THE COURSE

PAPER #1: CHARACTER SKETCH OF A FAMILIAR PERSON

STANDARD 4080-01-1	The students will read and discuss stimulating literature, identifying details which describe people accurately. (Literature examples may include poetry.) (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Through reading selections and discussion, the students will:**
4080-0101-1	Share their own opinions, reactions, and impressions of the literature.
4080-0102-1	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4080-0103-1	Select fiction and nonfiction material which is stimulating and interesting for personal reading and classroom assignments.
4080-0104-1	Discuss the physical appearance and character traits of the people in each selection.
4080-0105-1	Analyze the actions of people.
4080-0106-1	Differentiate between important and unimportant details.
4080-0107-1	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4080-0108-1	Choose a familiar person to describe.
4080-0109-1	Determine an appropriate audience.
4080-0110-1	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4080-02-1	The students will describe a familiar person. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)
OBJECTIVES	**While drafting, the students will:**
4080-0201-1	Use appropriate voice.
4080-0202-1	Use specific details and examples of appearance, action, and speech.
4080-0203-1	Use specific nouns, action verbs, and vivid adjectives to describe a familiar person.
	While revising, the students will:
4080-0204-1	Participate in response groups for peer evaluation.
4080-0205-1	Analyze and clarify the paper to improve its meaning and communication.
4080-0206-1	Make necessary structural and syntactical changes for improvement.

STANDARD 4080-03-1	The students will produce, through the editing process, a final draft of a character sketch that conforms to standard English. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)
OBJECTIVES	**While editing and publishing, the students will:**
4080-0301-1	Correct fragments and run-ons.
4080-0302-1	Use adjectives and adverbs correctly.
4080-0303-1	Use the proper form of pronouns.
4080-0304-1	Use correct subject-verb agreement.
4080-0305-1	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4080-0306-1	Use specific words and details.
4080-0307-1	Eliminate slang and jargon.

4080-0308-1	Define unfamiliar terms for the audience.
4080-0309-1	Correct misplaced phrases and clauses.
4080-0310-1	Punctuate the final draft correctly.
4080-0311-1	Paragraph the final draft appropriately.
4080-0312-1	Use transitions between paragraphs.
4080-0313-1	Use correct capitalization.
4080-0314-1	Use standard spelling.
4080-0315-1	Eliminate inconsistencies in tense.
4080-0316-1	Correct faulty parallelism.
4080-0317-1	Eliminate redundancies.
4080-0318-1	Share the final draft.

PAPER #2: NARRATIVE BASED ON THE EXPERIENCE OF A FRIEND OR RELATIVE

STANDARD 4080-01-2	The students will recognize that reading selections relate to their own experiences and to the experiences, beliefs, attitudes, commitments, and values of friends and relatives. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Through literature reading and discussion, the students will:**
4080-0101-2	Share their own opinions, reactions, and impressions of the literature.
4080-0102-2	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4080-0103-2	Select stimulating and interesting fiction and nonfiction material for personal reading and classroom assignments.
4080-0104-2	Recognize that reading conveys universal experiences.
4080-0105-2	Discuss the experiences of the character in the anecdote or narrative.
4080-0106-2	Predict the most probable outcome of the selections.
4080-0107-2	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4080-0108-2	Select an experience of a friend or relative to write about.
4080-0109-2	Determine appropriate audience.
4080-0110-2	Use prewriting strategies; e.g., outlining brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4080-02-2	The students will compose narratives based on the experience of a friend or relative. (LISTENING, (SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)
OBJECTIVES	**While drafting, the students will:**
4080-0201-2	Use appropriate voice.

4080-0202-2	Develop a short narrative based on a single experience.
4080-0203-2	Describe the character of a friend or relative by showing specific details of appearance, action, and speech.
4080-0204-2	Use precise vocabulary.
	While revising, the students will:
4080-0205-2	Participate in peer response groups for peer evaluation.
4080-0206-2	Analyze and clarify the paper to improve its meaning and communication.
4080-0207-2	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4080-03-2	The students will produce a final draft of a narrative based on the experience of a friend or relative. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4080-0301-2	Correct fragments and run-ons.
4080-0302-2	Use adjectives and adverbs correctly.
4080-0303-2	Use the proper form of pronouns.
4080-0304-2	Use correct subject-verb agreement.
4080-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4080-0306-2	Use specific words and details.
4080-0307-2	Eliminate slang and jargon.
4080-0308-2	Define unfamiliar terms for the audience.
4080-0309-2	Correct misplaced phrases and clauses.
4080-0310-2	Punctuate the final draft correctly.
4080-0311-2	Paragraph the final draft appropriately.
4080-0312-2	Use transitions between paragraphs.

4080-0313-2	Use correct capitalization.
4080-0314-2	Use standard spelling.
4080-0315-2	Eliminate inconsistencies in tense.
4080-0316-2	Correct faulty parallelism.
4080-0317-2	Eliminate redundancies.
4080-0318-2	Share the final draft.

PAPER #3: PROJECT/BIOGRAPHICAL SKETCH OF A FAMOUS CONTEMPORARY PERSON

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation for all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4080-01-3	The students will find, use, and analyze information from the library media center and other locations about a famous contemporary person. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4080-0101-3	Choose a famous, contemporary person.
4080-0102-3	Read an encyclopedia article for a brief overview of the person's life, habits, education, etc.
4080-0103-3	Formulate questions to explore the topic.
4080-0104-3	Determine search terms or key words to locate additional information.
4080-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, Current Biography, etc.
4080-0106-3	Find relevant, current, and accurate information from various sources that answers predetermined questions using at least one magazine.
4080-0107-3	Differentiate between fact and opinion in each source.
4080-0108-3	Evaluate information.
4080-0109-3	Synthesize information from selected sources.
4080-0110-3	Define unfamiliar vocabulary in context.

4080-0111-3 Determine an appropriate audience.

4080-0112-3 Use prewriting strategies; e.g., outlining, brainstorming, listing, clustering, mapping, etc.

STANDARD 4080-02-3

The students will create a project/biographical sketch of a famous, contemporary person. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES **While drafting, the students will:**

4080-0201-3 Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine, article, newscast, editorial script, obituary, etc.

4080-0202-3 Capture accurately the contribution of the person.

4080-0203-3 Use appropriate voice.

4080-0204-3 Synthesize and organize information.

4080-0205-3 Use new words correctly.

4080-0206-3 Prepare a simple bibliography.

While revising, the students will:

4080-0207-3 Participate in response groups for peer evaluation.

4080-0208-3 Analyze and clarify the paper to improve its meaning and communication.

4080-0209-3 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4080-03-3

The students will produce a final draft of a project/biographical sketch of a famous, contemporary person. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES **While editing and publishing, the students will:**

4080-0301-3 Correct fragments and run-ons.

4080-0302-3	Use adjectives and adverbs correctly.
4080-0303-3	Use the proper form of pronouns.
4080-0304-3	Use correct subject-verb agreement.
4080-0305-3	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4080-0306-3	Use specific words and details.
4080-0307-3	Eliminate slang and jargon.
4080-0308-3	Define unfamiliar terms for the audience.
4080-0309-3	Correct misplaced phrases and clauses.
4080-0310-3	Punctuate the final draft correctly.
4080-0311-3	Paragraph the final draft appropriately.
4080-0312-3	Use transitions between paragraphs.
4080-0313-3	Use correct capitalization.
4080-0314-3	Use standard spelling.
4080-0315-3	Eliminate inconsistencies in tense.
4080-0316-3	Correct faulty parallelism.
4080-0317-3	Eliminate redundancies.
4080-0318-3	Share the final draft.

PAPER #4: PERSUASIVE PAPER PRESENTING A CASE FOR MEETING THE NEEDS OF A FRIEND OR RELATIVE

STANDARD 4080-01-4	The students will explore the needs of others through literature study and discussion. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using examples of persuasive prose, the students will:
4080-0101-4	Share their own opinions, reactions, and impressions of the literature.
4080-0102-4	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4080-0103-4	Separate fact from opinion.
4080-0104-4	Identify, in written and visual works (television and movies), the common persuasive techniques of the following: Band wagon; e.g., "Join the Pepsi Generation." Card stacking; e.g., "Four out of five doctors recommend . . ." Transfer; e.g.,"Wheaties, the Breakfast of Champions."
4080-0105-4	Locate apparent causes and effects and evaluate their validity.
4080-0106-4	Draw and support conclusions about the intent of the author/speaker.
4080-0107-4	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4080-0108-4	Choose a friend or relative and select one of his/her needs about which he/she feels strongly.
4080-0109-4	Determine an appropriate audience.
4080-0110-4	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4080-02-4	The students will present a case for the needs of others in persuasive papers and oral presentations. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4080-0201-4	Take a stand on a particular issue relating to the needs of others.
4080-0202-4	Use appropriate voice.
4080-0203-4	Express persuasive ideas that lead to a logical outcome.
4080-0204-4	Support the case logically and unemotionally with examples or facts.
4080-0205-4	Use words that persuade most effectively.
4080-0206-4	Anticipate counter arguments and refute them.
4080-0207-4	Construct an effective conclusion.
	While revising, the students will:
4080-0208-4	Participate in response groups for peer evaluation.
4080-0209-4	Analyze and clarify the paper to improve its meaning and communication.
4080-0210-4	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4080-03-4	The students will produce a persuasive final draft which conforms to standard English. (LISTENING, (SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4080-0301-4	Correct fragments and run-ons.
4080-0302-4	Use adjectives and adverbs correctly.
4080-0303-4	Use the proper form of pronouns.

4080-0304-4	Use correct subject-verb agreement.
4080-0305-4	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4080-0306-4	Use specific words and details.
4080-0307-4	Eliminate slang and jargon.
4080-0308-4	Define unfamiliar terms for the audience.
4080-0309-4	Correct misplaced phrases and clauses.
4080-0310-4	Punctuate the final draft correctly.
4080-0311-4	Paragraph the final draft appropriately.
4080-0312-4	Use transitions between paragraphs.
4080-0313-4	Use correct capitalization.
4080-0314-4	Use standard spelling.
4080-0315-4	Eliminate inconsistencies in tense.
4080-0316-4	Correct faulty parallelism.
4080-0317-4	Eliminate redundancies.
4080-0318-4	Share the final draft.

PAPER #5: LETTER OF REQUEST OR RESPONSE

STANDARD 4080-01-5	Students will comprehend the need for letters of request and response. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Through reading and evaluating models of business correspondence, the students will:**
4080-0101-5	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4080-0102-5	Identify the various types of request and response letters.
4080-0103-5	Assess the purpose of the letters.
4080-0104-5	Differentiate fact from opinion.
4080-0105-5	Discuss proper format of business correspondence.
4080-0106-5	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4080-0107-5	Select a subject about which to write a letter or request.
4080-0108-5	Assess the audience for the letter.
4080-0109-5	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4080-02-5	The students will compose a letter of request or response, e.g., letter of opinion, complaint, request, or compliment. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)
OBJECTIVES	**While drafting a letter of response or request, the students will:**
4080-0201-5	Use appropriate business letter format.
4080-0202-5	State the purpose of the letter clearly.

080-0203-5	Relate the problem, complaint, questions, or compliment effectively.
4080-0204-5	Use precise vocabulary.
	While revising a letter of response or request, the students will:
4080-0205-5	Participate in response groups for peer evaluation.
4080-0206-5	Analyze and clarify the paper to improve its meaning and communication.
4080-0207-5	Make necessary structural and syntactical changes for improvement.

STANDARD 4080-03-5	The students will produce final drafts of a request or response letter that conform to standard English. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4080-0301-5	Correct fragments and run-ons.
4080-0302-5	Use adjectives and adverbs correctly.
4080-0303-5	Use the proper form of pronouns.
4080-0304-5	Use correct subject-verb agreement.
4080-0305-5	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4080-0306-5	Use specific words and details.
4080-0307-5	Eliminate slang and jargon.
4080-0308-5	Define unfamiliar terms for the audience.
4080-0309-5	Correct misplaced phrases and clauses.
4080-0310-5	Punctuate the final draft correctly.
4080-0311-5	Paragraph the final draft appropriately.
4080-0312-5	Use transitions between paragraphs.
4080-0313-5	Use correct capitalization.

4080-0314-5	Use standard spelling.
4080-0315-5	Eliminate inconsistencies in tense.
4080-0316-5	Correct faulty parallelism.
4080-0317-5	Eliminate redundancies.
4080-0318-5	Share the final draft.

DRAMA EXPERIENCES

STANDARD
4080-04

The students will explore the elements of a story (exposition, development, conflict, climax, denouement, setting, character motivation, etc.) when choosing literature to dramatize. (LISTENING, SPEAKING, READING, CRITICAL THINKING, INTERPRETING)

OBJECTIVES **The students will:**

4080-0401. Share their own opinions, reactions, and impressions of the literature.

4080-0402. Read short stories for discussion of the principles of drama; i.e., exposition, development, conflict, etc.

4080-0403. Choose a story for dramatic presentation.

4080-0404. Present stories in practice situations.

4080-0405. Receive peer evaluation through response groups.

4080-0406. Make appropriate changes for improvement.

4080-0407. Present finished story to an audience.

STANDARD
4080-05

The students will explore and demonstrate their own interpretations of poetry. (LISTENING, SPEAKING, READING, CRITICAL THINKING, CONVERSING, PERFORMING)

OBJECTIVES **The students will:**

4080-0501. Read poetry for discussion of the principles of oral interpretation; i.e., voice quality, variation in presentation, eye contact, stance, etc.

4080-0502. Select poems for presentation.

4080-0503. Interpret poetry for response groups for peer evaluation.

4080-0504. Make appropriate changes for improvement.

4080-0505. Present rehearsed interpretation for an audience.

STANDARD
4080-06

The students will participate in role-playing to explore drama concepts and skills that apply to real-life problems. (LISTENING, SPEAKING, READING, CRITICAL THINKING, CONVERSING)

OBJECTIVES The students will:

4080-0601. Choose a real-life issue to investigate.

4080-0602. Research the chosen topic using the library media specialist/teacher as a resource.

4080-0603. Evaluate the pros and cons of a real-life situation through careful examination of an issue, attentive listening to a partner, etc.

4080-0604. Role-play in pairs, taking opposite positions on issues.

4080-0605. Participate in peer response group evaluation for feed back on the level of attentiveness of each partner and their ability to respond to the arguments of a partner.

4080-0606. Take the opposite positions on those same topics to learn the principles of refutation.

STANDARD
4080-07

The students will learn to evaluate mass media presentations. (LISTENING, SPEAKING, READING, CRITICAL THINKING, CONVERSING)

OBJECTIVES The students will:

4080-0701. Demonstrate an understanding of the negative aspects of mass media as well as the positive aspects.

4080-0702. Understand how the standards of good drama apply to the materials seen on television.

4080-0703. Understand the difference between media fantasy and reality.

4080-0704. Show an understanding of the consequences of media violence and brutality.

LANGUAGE ARTS LEVEL 9

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
English, Level 9	1.0	Mastery of Level 8

LA LEVEL 9

SIS COURSE NUMBER: 4090
SIS CODE: LA

COURSE DESCRIPTION

This course continues the development of thinking, reading, writing, speaking, and listening skills as identified in the preface. Students further improve all aspects of their communication skills.

Students are introduced to a greater variety of literature, including practical as well as traditional literary material. They continue to decode (read the lines), to infer (read between the lines), to interpret (read beyond the lines), and to identify and appreciate effective use of language. They improve their expressive and receptive vocabularies; i.e., the words they use in speaking and writing and the words they understand when reading and listening. They are introduced to investigative and library reference skills.

Students continue to develop the listening process to become responsive listeners; e.g., paraphrasing, using sequential dialogue, and summarizing.

Students have multiple opportunities to practice writing, to increase fluency, to generate ideas, and to begin to emphasize correctness in finished pieces. All phases of the writing process are employed, where appropriate, to enhance meaning and communication for various audiences.

Oral composing, emphasizing both responsive listening and effective speaking, augments the written composing process. To develop skills and confidence in expressing meaning, students speak in pairs, in small groups, in class discussions, and in presentations.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

CORE STANDARDS OF THE COURSE

PAPER #1: DESCRIPTION OF A FAMILIAR PLACE

STANDARD 4090-01-1	The students will recognize good descriptions of places after reading a variety of literary selections. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading selections and discussion, the students will:**
4090-0101-1	Share their own opinions, reactions, and impressions of the literature.
4090-0102-1	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4090-0103-1	Recognize sensory detail.
4090-0104-1	Identify the basic spatial relations within the scene.
4090-0105-1	Express the dominant impression of the place; then, support this impression with specific examples from the selection.
4090-0106-1	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4090-0107-1	Choose a place to describe.
4090-0108-1	Determine an appropriate audience.
4090-0109-1	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4090-02-1	The students will write a description that gives readers a clear picture of a real or imagined place. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4090-0201-1	Use appropriate voice.

4090-0202-1	Use sensory words.
4090-0203-1	Organize spatial relations within the scene.
4090-0204-1	Use abstract details (emotional reactions, unique experiences), if they are needed, to contribute to the dominant impressions.
	While revising, the students will:
4090-0205-1	Participate in response groups for peer evaluation.
4090-0206-1	Analyze and clarify the paper to improve its meaning and communication.
4090-0207-1	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4090-03-1	The students will produce a final draft of a description of a place. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4090-0301-1	Correct fragments and run-ons.
4090-0302-1	Use adjectives and adverbs correctly.
4090-0303-1	Use the proper form of pronouns.
4090-0304-1	Use correct subject-verb agreement.
4090-0305-1	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4090-0306-1	Use specific words and details.
4090-0307-1	Eliminate slang and jargon.
4090-0308-1	Define unfamiliar terms for the audience.
4090-0309-1	Correct misplaced phrases and clauses.
4090-0310-1	Punctuate the final draft correctly.
4090-0311-1	Paragraph the final draft appropriately.
4090-0312-1	Use transitions between paragraphs.
4090-0313-1	Use correct capitalization.

4090-0314-1	Use standard spelling.
4090-0315-1	Eliminate inconsistencies in tense.
4090-0316-1	Correct faulty parallelism.
4090-0317-1	Eliminate redundancies.
4090-0318-1	Share the final draft.

PAPER #2: NARRATIVE BASED ON A SERIES OF RELATED EPISODES FROM PERSONAL EXPERIENCE

STANDARD 4090-01-2	The students will read and discuss narratives consisting of related episodes. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES Through reading selections and discussion, the students will:

4090-0101-2 Share their own opinions, reactions, and impressions of the literature.

4090-0102-2 Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.

4090-0103-2 Identify the settings.

4090-0104-2 Evaluate the descriptions of people within the narrative.

4090-0105-2 Identify points of view.

4090-0106-2 Identify conflicts.

4090-0107-2 Determine what purpose the author has in telling the narrative.

4090-0108-2 Define unfamiliar vocabulary in context.

Before drafting, the students will:

4090-0109-2 Choose a personal experience about which to write.

4090-0110-2 Determine an appropriate audience.

4090-0111-2 Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clusters, webbing, etc.

STANDARD 4090-02-2	The students will write a narrative based on related episodes from their own experiences. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES While drafting, the students will:

4090-0201-2 Use appropriate voice.

4090-0202-2	Select an idea that ties related episodes together.
4090-0203-2	Describe settings vividly.
4090-0204-2	Convey action when appropriate.
4090-0205-2	Create character.
4090-0206-2	Develop dialogue when appropriate.
4090-0207-2	Use precise vocabulary.
	While revising, the students will:
4090-0208-2	Participate in response groups for peer evaluation.
4090-0209-2	Analyze and clarify the paper to improve its meaning and communication.
4090-0210-2	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4090-03-2	The students will write a final draft of a narrative based on related episodes from their own experiences. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4090-0301-2	Correct fragments and run-ons.
4090-0302-2	Use adjectives and adverbs correctly.
4090-0303-2	Use the proper form of pronouns.
4090-0304-2	Use correct subject-verb agreement.
4090-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4090-0306-2	Use specific words and details.
4090-0307-2	Eliminate slang and jargon.
4090-0308-2	Define unfamiliar terms for the audience.
4090-0309-2	Correct misplaced phrases and clauses.
4090-0310-2	Punctuate the final draft correctly, especially dialogue, if applicable.

4090-0311-2	Paragraph the final draft appropriately.
4090-0312-2	Use transitions between paragraphs.
4090-0313-2	Use correct capitalization.
4090-0314-2	Use standard spelling.
4090-0315-2	Eliminate inconsistencies in tense.
4090-0316-2	Correct faulty parallelism.
4090-0317-2	Eliminate redundancies.
4090-0318-2	Share the final draft.

PAPER #3: PROJECT/PAPER ON A LOCAL HISTORICAL PERSON, PLACE, OR EVENT

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation of all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4090-01-3	The students will find, use, and analyze information from the library media center and other locations about a local historical person, place, or event. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4090-0101-3	Choose a local historical person, place, or event.
4090-0102-3	Briefly review the historical person, place, or event.
4090-0103-3	Formulate questions to explore the topic.
4090-0104-3	Determine search terms or key words to locate additional information.
4090-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4090-0106-3	Find relevant, accurate, and interesting information from various sources that answers predetermined questions, and uses at least one interview.
4090-0107-3	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4090-0108-3	Conduct an interview with an "expert in the field."
4090-0109-3	Evaluate information.
4090-0110-3	Synthesize information from selected sources.

4090-0111-3	Define unfamiliar words.
4090-0112-3	Determine an appropriate audience.
4090-0113-3	Use prewriting strategies; e.g. outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD
4090-02-3

The students will create an informative project/paper based on a local historical person, place, or event. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4090-0201-3	Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine, article, newscast, editorial script, etc.
4090-0202-3	Report clearly and in detail on the historical person, place, or event.
4090-0203-3	Use appropriate voice.
4090-0204-3	Synthesize and organize information.
4090-0205-3	Use new words correctly.
4090-0206-3	Prepare a simple bibliography.
	While revising, the students will:
4090-0207-3	Participate in response groups for peer evaluation.
4090-0208-3	Analyze and clarify the paper to improve its meaning and communication.
4090-0209-3	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4090-03-3

The students will produce a final draft of an informative project/paper based on a local historical person, place, or event. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4090-0301-3	Correct fragments and run-ons.

4090-0302-3	Use adjectives and adverbs correctly.
4090-0303-3	Use the proper form of pronouns.
4090-0304-3	Use correct subject-verb agreement.
4090-0305-3	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4090-0306-3	Use specific words and details.
4090-0307-3	Eliminate slang and jargon.
4090-0308-3	Define unfamiliar terms for the audience.
4090-0309-3	Correct misplaced phrases and clauses.
4090-0310-3	Punctuate the final draft correctly, especially dialogue, if applicable.
4090-0311-3	Paragraph the final draft appropriately.
4090-0312-3	Use transitions between paragraphs.
4090-0313-3	Use correct capitalization.
4090-0314-3	Use standard spelling.
4090-0315-3	Eliminate inconsistencies in tense.
4090-0316-3	Correct faulty parallelism.
4090-0317-3	Eliminate redundancies.
4090-0318-3	Share the final draft.

PAPER #4: PERSUASIVE PAPER PRESENTING THE NEED TO SOLVE A LOCAL COMMUNITY PROBLEM

STANDARD 4090-01-4	Students will comprehend and evaluate persuasive materials in order to determine the credibility of an author's position. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading and evaluating a variety of persuasive materials, the students will:**
4090-0101-4	Share their own opinions, reactions, and impressions of the literature.
4090-0102-4	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4090-0103-4	Identify the author's stand on an issue.
4090-0104-4	Recognize supporting evidence.
4090-0105-4	Identify the author's purpose and motive.
4090-0106-4	Differentiate between fact and opinion.
4090-0107-4	Recognize emotionally charged statements.
4090-0108-4	Evaluate the validity of the source itself.
4090-0109-4	Define unfamiliar vocabulary in context.
4090-0110-4	Identify the major counter arguments.
	Before drafting, the students will:
4090-0111-4	Choose a local community problem about which to write.
4090-0112-4	Take a position on that problem.
4090-0113-4	Determine an appropriate audience.
4090-0114-4	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD
4090-02-4

The students will write a persuasive paper presenting the need to solve a local community problem. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While drafting, the students will:**
4090-0201-4	Use appropriate voice.
4090-0202-4	Express an opinion on the chosen community problem.
4090-0203-4	Support that opinion clearly and correctly.
4090-0204-4	Use the appropriate organizational strategy for the essay.
4090-0205-4	Refute the counter argument.
4090-0206-4	Use vocabulary appropriate to the audience.
	While revising, the students will:
4090-0207-4	Participate in peer response groups for evaluation.
4090-0208-4	Analyze and clarify the paper to improve its meaning and communication.
4090-0209-4	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4090-03-4

The students will produce a final draft of a credible persuasive composition on a local community problem.(LISTENING, SPEAKING, READING, WRITING, CRITICALTHINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4090-0301-4	Correct fragments and run-ons.
4090-0302-4	Use adjectives and adverbs correctly.
4090-0303-4	Use the proper form of pronouns.
4090-0304-4	Use correct subject-verb agreement.
4090-0305-4	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4090-0306-4	Use specific words and details.
4090-0307-4	Eliminate slang and jargon.
4090-0308-4	Define unfamiliar terms for the audience.
4090-0309-4	Correct misplaced phrases and clauses.
4090-0310-4	Punctuate the final draft correctly, especially dialogue, if applicable.
4090-0311-4	Paragraph the final draft appropriately.
4090-0312-4	Use transitions between paragraphs.
4090-0313-4	Use correct capitalization.
4090-0314-4	Use standard spelling.
4090-0315-4	Eliminate inconsistencies in tense.
4090-0316-4	Correct faulty parallelism.
4090-0317-4	Eliminate redundancies.
4090-0318-4	Share the final draft.

PAPER #5: BUSINESS CORRESPONDENCE

STANDARD 4090-01-5	The students will comprehend, discuss, and evaluate informal business correspondence. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading and evaluating a variety of business materials, the students will:**
4090-0101-5	Distinguish between different types of business correspondence (letters, memorandums, informal reports, and documents).
4090-0102-5	Learn the proper format for business correspondence.
	Before drafting, the students will:
4090-0103-5	Select a business issue about which to write.
4090-0104-5	Assess the intended audience.
4090-0105-5	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4090-02-5	The students will write either a memorandum, a business letter, or an informal report based on a real business issue in the community. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4090-0201-5	Use appropriate voice.
4090-0202-5	Respond to a business issue in a memo, letter, or informal report.
4090-0203-5	Use the proper organization and format for presentation of the issue.
4090-0204-5	Use examples to explain the issue, request, or report, if necessary.
4090-0205-5	Use vocabulary appropriate to the audience.

	While revising, the students will:
4090-0206-5	Participate in peer response groups for evaluation.
4090-0207-5	Analyze and clarify the paper to improve its meaning and communication.
4090-0208-5	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4090-03-5	The students will produce a final draft of informal business communication; i.e., memorandum, correspondence, or informal report. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4090-0301-5	Correct fragments and run-ons.
4090-0302-5	Use adjectives and adverbs correctly.
4090-0303-5	Use the proper form of pronouns.
4090-0304-5	Use correct subject-verb agreement.
4090-0305-5	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4090-0306-5	Use specific words and details.
4090-0307-5	Eliminate slang and jargon.
4090-0308-5	Define unfamiliar terms for the audience.
4090-0309-5	Correct misplaced phrases and clauses.
4090-0310-5	Punctuate the final draft correctly.
4090-0311-5	Paragraph the final draft appropriately.
4090-0312-5	Use transitions between paragraphs.
4090-0313-5	Use correct capitalization.
4090-0314-5	Use standard spelling.
4090-0315-5	Eliminate inconsistencies in tense.
4090-0316-5	Correct faulty parallelism.

4090-0317-5	Eliminate redundancies.
4090-0318-5	Share the final draft.

LANGUAGE ARTS LEVEL 10

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
English, Level 10	1.0	Mastery of Level 9

LA LEVEL 10

SIS COURSE NUMBER: 4100
SIS CODE: LA

COURSE DESCRIPTION

This course continues the development of thinking, reading, writing, speaking, and listening skills as identified in the preface. Students further improve all aspects of their communication skills.

Students are introduced to a greater variety of literature, including practical as well as traditional literary material. They continue to decode (read the lines), to infer (read between the lines), to interpret (read beyond the lines), and to identify and appreciate effective use of language. They improve their expressive and receptive vocabularies; i.e., the words they use in speaking and writing and the words they understand when reading and listening. They are introduced to investigative and library reference skills.

Students continue to develop the listening process to become responsive listeners; e.g., paraphrasing, using sequential dialogue, and summarizing.

Students have multiple opportunities to practice writing, to increase fluency, to generate ideas, and to begin to emphasize correctness in finished pieces. All phases of the writing process are employed, where appropriate, to enhance meaning and communication for various audiences.

Oral composing, emphasizing both responsive listening and effective speaking, augments the written composing process. To develop skills and confidence in expressing meaning, students speak in pairs, in small groups, in class discussions, and in presentations.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

CORE STANDARDS OF THE COURSE

PAPER #1: DESCRIPTION OF A CHARACTER USING DOMINANT IMPRESSION

STANDARD 4100-01-1	The students will form dominant impressions of characters and support their conclusions with specifics from reading selections. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading selections and discussion, the students will:**
4100-0101-1	Share their own opinions, reactions, and impressions of the literature.
4100-0102-1	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4100-0103-1	Make and support inferences about characters from dialogue, action, and settings.
4100-0104-1	Discuss fully developed characters.
4100-0105-1	Discriminate between important and unimportant character details.
4100-0106-1	Relate the character's actions to the theme.
4100-0107-1	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4100-0108-1	Select a character to describe.
4100-0109-1	Determine an appropriate audience.
4100-0110-1	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4100-02-1	The students will compose a description of a character using a dominant impression. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4100-0201-1	Use appropriate voice.
4100-0202-1	Describe the character physically, using specific, vivid details.
4100-0203-1	Describe the character's actions.
4100-0204-1	Describe a setting if appropriate.
4100-0205-1	Use dialogue consistent with the character.
4100-0206-1	Use the character's traits to convey a dominant impression.
	While revising, the students will:
4100-0207-1	Participate in response groups for peer evaluation.
4100-0208-1	Analyze and clarify the paper to improve its meaning and communication.
4100-0209-1	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4100-03-1	The students will produce a final draft of a character sketch using dominant impression. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4100-0301-1	Correct fragments and run-ons.
4100-0302-1	Use adjectives and adverbs correctly.
4100-0303-1	Use the proper form of pronouns.
4100-0304-1	Use correct subject-verb agreement.
4100-0305-1	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4100-0306-1	Use specific words and details.
4100-0307-1	Eliminate slang and jargon.
4100-0308-1	Define unfamiliar terms for the audience.
4100-0309-1	Correct misplaced phrases and clauses.
4100-0310-1	Punctuate the final draft correctly, especially dialogue if applicable.
4100-0311-1	Paragraph the final draft appropriately.
4100-0312-1	Use transitions between paragraphs.
4100-0313-1	Use correct capitalization.
4100-0314-1	Use standard spelling.
4100-0315-1	Eliminate inconsistencies in tense.
4100-0316-1	Correct faulty parallelism.
4100-0317-1	Eliminate redundancies.
4100-0318-1	Share the final draft.

PAPER #2: NARRATIVE BASED ON A SERIES OF RELATED EPISODES FROM THE EXPERIENCE OF OTHERS

STANDARD 4100-01-2	The students will explore the experience of someone else, using reading selections and discussions. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading selections and discussions, the students will:**
4100-0101-2	Share their own opinions, reactions, and impressions of the literature.
4100-0102-2	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4100-0103-2	Identify the settings.
4100-0104-2	Analyze the descriptions of people within the narrative.
4100-0105-2	Identify points of view.
4100-0106-2	Identify conflicts.
4100-0107-2	Determine the purpose of the author.
4100-0108-2	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4100-0109-2	Select an idea that ties related episodes together.
4100-0210-2	Choose a series of related episodes about which to write.
4100-0111-2	Determine an appropriate audience.
4100-0112-2	Determine voice.
4100-0113-2	Use prewriting strategies; e.g. outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD
4100-02-2

The students will write a narrative based on a series of related episodes from the experience of someone else. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4100-0201-2	Use appropriate voice.
4100-0202-2	Describe settings vividly.
4100-0203-2	Convey action.
4100-0204-2	Describe characters.
4100-0205-2	Develop dialogue that demonstrates character.
4100-0206-2	Use precise vocabulary.
	While revising, the students will:
4100-0207-2	Participate in response groups for peer evaluation.
4100-0208-2	Analyze and clarify the paper to improve its meaning and communication.
4100-0209-2	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4100-03-2

The students will produce a final draft of a narrative based on a series of related episodes from the experience of someone else. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4100-0301-2	Correct fragments and run-ons.
4100-0302-2	Use adjectives and adverbs correctly.
4100-0303-2	Use the proper form of pronouns.
4100-0304-2	Use correct subject-verb agreement.
4100-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4100-0306-2	Use specific words and details.
4100-0307-2	Eliminate slang and jargon.
4100-0308-2	Define unfamiliar terms for the audience.
4100-0309-2	Correct misplaced phrases and clauses.
4100-0310-2	Punctuate the final draft correctly.
4100-0311-2	Paragraph the final draft appropriately, especially dialogue if applicable.
4100-0312-2	Use transitions between paragraphs.
4100-0313-2	Use correct capitalization.
4100-0314-2	Use standard spelling.
4100-0315-2	Eliminate inconsistencies in tense.
4100-0316-2	Correct faulty parallelism.
4100-0317-2	Eliminate redundancies.
4100-0318-2	Share the final draft.

PAPER #3: PROJECT/PAPER ON A TOPIC OF GLOBAL CONCERN

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of final product/paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation for all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4100-01-3	The students will find, use, and analyze information from the library media center and other locations on a topic of global concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4100-0101-3	Choose a topic of global concern.
4100-0102-3	Read an encyclopedia article for a brief overview of the topic.
4100-0103-3	Formulate questions to explore the topic.
4100-0104-3	Determine search items or key words to locate additional information.
4100-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4100-0106-3	Find relevant, current, and accurate information from various sources that answers predetermined questions, using at least one nonprint source.
4100-0107-3	Interpret charts, graphs, and diagrams.
4100-0108-3	Obtain materials through interlibrary cooperation, if necessary.
4100-0109-3	Evaluate, synthesize, summarize, and paraphrase information from various sources.

4100-0110-3	Define unfamiliar vocabulary in context.
4100-0111-3	Determine an appropriate audience.
4100-0112-3	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4100-02-3	The students will create an informative project/paper on a topic of global concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4100-0201-3	Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine article, newscast, editorial, script, etc.
4100-0202-3	Use appropriate voice.
4100-0203-3	Synthesize and organize information.
4100-0204-3	Use new words that are related to the subject matter correctly.
4100-0205-3	Produce charts, illustrations, and graphs when appropriate.
4100-0206-3	Prepare a simple bibliography.
	While revising, the students will
4100-0207-3	Participate in response groups for peer evaluation.
4100-0208-3	Analyze and clarify the paper to improve its meaning and communication.
4100-0209-3	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4100-03-3

The students will produce a final draft of an informative project/paper on a topic of global concern including graphic materials. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4100-0301-3	Correct fragments and run-ons.
4100-0302-3	Use adjectives and adverbs correctly.
4100-0303-3	Use the proper form of pronouns.
4100-0304-3	Use correct subject-verb agreement.
4100-0305-3	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4100-0306-3	Use specific words and details.
4100-0307-3	Eliminate slang and jargon.
4100-0308-3	Define unfamiliar terms for the audience.
4100-0309-3	Correct misplaced phrases and clauses.
4100-0310-3	Punctuate the final draft correctly, especially dialogue if applicable.
4100-0311-3	Paragraph the final draft appropriately.
4100-0312-3	Use transitions between paragraphs.
4100-0313-3	Use correct capitalization.
4100-0314-3	Use standard spelling.
4100-0315-3	Combine graphic material and text effectively.
4100-0316-3	Eliminate inconsistencies in tense.
4100-0317-3	Correct faulty parallelism.
4100-0318-3	Eliminate redundancies.
4100-0319-3	Share the final draft.

PAPER #4: PERSUASIVE PAPER BASED ON A SIGNIFICANT INTERNATIONAL ISSUE

STANDARD 4100-01-4	The students will comprehend and evaluate materials concerned with significant international issues. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussing, and evaluating a variety of persuasive materials, the students will:**
4100-0101-4	Share their own opinions, reactions, and impressions of the literature.
4100-0102-4	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4100-0103-4	Interpret the purpose of the material.
4100-0104-4	Determine the intended audience.
4100-0105-4	Determine the intended result.
4100-0106-4	Make supported inferences concerning fact and opinion.
4100-0107-4	Make supported inferences concerning the effectiveness and the appropriateness of the types of appeals used (ethical, logical, emotional).
4100-0108-4	Recognize and explain where authors have purposely used techniques to cloud the issue, such as "begging the question."
	Before drafting, the students will:
4100-0109-4	Select a controversial issue and choose an argument to defend.
4100-0110-4	Determine an appropriate audience.
4100-0111-4	Use prewriting strategies; e.g., outlining brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4100-02-4	The students will compose a persuasive paper about a significant international issue. (Some options include editorial, letter, proposal, commercial, brochure.) (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4100-0201-4	Use appropriate voice.
4100-0202-4	Introduce the issue and make clear the objective of the paper.
4100-0203-4	Present the major arguments.
4100-0204-4	Develop support for the arguments.
4100-0205-4	Select the strongest opposing argument.
4100-0206-4	Develop refutation.
4100-0207-4	Use rhetorical questions, if appropriate.
	While revising, the students will:
4100-0208-4	Participate in response groups for peer evaluation.
4100-0209-4	Analyze and clarify the paper to improve its meaning and communication.
4100-0210-4	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4100-03-4	The students will produce a final draft of a persuasive paper about a significant international issue. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4100-0301-4	Correct fragments and run-ons.
4100-0302-4	Use adjectives and adverbs correctly.
4100-0303-4	Use the proper form of pronouns.
4100-0304-4	Use correct subject-verb agreement.

4100-0305-4	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4100-0306-4	Use specific words and details.
4100-0307-4	Eliminate slang and jargon.
4100-0308-4	Define unfamiliar terms for the audience.
4100-0309-4	Correct misplaced phrases and clauses.
4100-0310-4	Punctuate the final draft correctly, especially dialogue if applicable.
4100-0311-4	Paragraph the final draft appropriately.
4100-0312-4	Use transitions between paragraphs.
4100-0313-4	Use correct capitalization.
4100-0314-4	Use standard spelling.
4100-0315-4	Eliminate inconsistencies in tense.
4100-0316-4	Correct faulty parallelism.
4100-0317-4	Eliminate redundancies.
4100-0318-4	Share the final draft.

PAPER #5: JOB APPLICATION

STANDARD 4100-01-5	The students will read and evaluate job announcements and descriptions of various occupations and make supported predictions about future careers. (LISTENING, SPEAKING, CRITICAL THINKING, READING/PREWRITING)

OBJECTIVES	**Using reading selections, discussion, and/or observation, the students will:**
4100-0101-5	Locate and read sources of job information including current listings, occupational descriptions, and projections. (Contact Utah Job Service or the career library.)
4100-0102-5	Match personal interests with jobs currently available in a chosen field.
4100-0103-5	Match projected personal qualifications with existing and future occupations.
4100-0104-5	Project the availability of jobs in a variety of occupations.
4100-0105-5	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4100-0106-5	Choose a listed job.
4100-0107-5	Determine what qualifications the job demands.
4100-0108-5	Match personal qualifications with the job requirements.
4100-0109-5	Assess the intended audience.
4100-0110-5	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4100-02-5	The students will write job application letters. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4100-0201-5	Use appropriate voice.

4100-0202-5	Construct a job application letter addressing the job selected in prewriting activities.
4100-0203-5	Convince the reader of their capability for the job.
4100-0204-5	Use language that is specific, smooth flowing, and straight forward.
4100-0205-5	Use an appropriate business format.
	While revising, the students will:
4100-0206-5	Participate in response groups for peer evaluation.
4100-0207-5	Analyze and clarify the paper to improve its meaning and communication.
4100-0208-5	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4100-03-5	The students will produce a final draft of a job application letter. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4100-0301-5	Correct fragments and run-ons.
4100-0302-5	Use adjectives and adverbs correctly.
4100-0303-5	Use the proper form of pronouns.
4100-0304-5	Use correct subject-verb agreement.
4100-0305-5	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4100-0306-5	Use specific words and details.
4100-0307-5	Eliminate slang and jargon.
4100-0308-5	Define unfamiliar terms for the audience.
4100-0309-5	Correct misplaced phrases and clauses..
4100-0310-5	Punctuate the final draft correctly.
4100-0311-5	Paragraph the final draft appropriately.
4100-0312-5	Use transitions between paragraphs.

4100-0313-5	Use correct capitalization.
4100-0314-5	Use standard spelling.
4100-0315-5	Eliminate inconsistencies in tense.
4100-0316-5	Correct faulty parallelism.
4100-0317-5	Eliminate redundancies.
4100-0318-5	Share the final draft.

LANGUAGE ARTS LEVEL 11

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
English, Level 11	1.0	Mastery of Level 10

LA LEVEL 11

SIS COURSE NUMBER: 4110
SIS CODE: LA

COURSE DESCRIPTION

This course continues the development of thinking, reading, writing, speaking, and listening skills as identified in the preface. Students further improve all aspects of their communication skills.

Students are introduced to a greater variety of literature, including practical as well as traditional literary material. They continue to decode (read the lines), to infer (read between the lines), to interpret (read beyond the lines), and to identify and appreciate effective use of language. They improve their expressive and receptive vocabularies; i.e., the words they use in speaking and writing and the words they understand when reading and listening. They are introduced to investigative and library reference skills.

Students continue to develop the listening process to become responsive listeners; e.g., paraphrasing, using sequential dialogue, and summarizing.

Students have multiple opportunities to practice writing, to increase fluency, to generate ideas, and to begin to emphasize correctness in finished pieces. All phases of the writing process are employed, where appropriate, to enhance meaning and communication for various audiences.

Oral composing, emphasizing both responsive listening and effective speaking, augments the written composing process. To develop skills and confidence in expressing meaning, students speak in pairs, in small groups, in class discussions, and in presentations.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

CORE STANDARDS OF THE COURSE

PAPER #1: VIVID DESCRIPTION OF AN ACTION

STANDARD 4110-01-1	The students will analyze descriptions of things that move. NOTE: Descriptions of things that move are usually contained within larger pieces of written work. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Through reading selections and discussion, the students will:**
4110-0101-1	Share their own opinions, reactions, and impressions of the literature.
4100-0102-1	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4110-0103-1	Analyze the action being described.
4110-0104-1	Identify the method of organization; e.g., chronological, spatial, etc.
4110-0105-1	Identify sensory details and explain how they create meaning.
4110-0106-1	Identify words, phrases, and sentences that contribute to the action being described.
4110-0107-1	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4110-0108-1	Choose an action to be described.
4110-0109-1	Determine an appropriate audience.
4110-0110-1	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4110-02-1	The students will write a vivid description of something that moves; e.g., people, animals, machinery, storm clouds, etc. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4110-0201-1	Use appropriate voice.
4110-0202-1	Choose a method of organization; e.g., chronological, spatial, etc.
4110-0203-1	Use sensory language.
4110-0204-1	Use figurative language; e.g, "He sat stiff as a broom handle in the wagon," Wilson Rawls, Summer of the Monkeys.
4110-0205-1	Use descriptive vocabulary; e.g., "turquoise" instead of "blue."
	While revising, the students will:
4110-0206-1	Participate in response groups for peer evaluation.
4110-0207-1	Analyze and clarify the paper to improve its meaning and communication.
4110-0208-1	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4110-03-1	The students will produce a final draft of a vivid description of something that moves. (LISTENING SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4110-0301-1	Correct fragments and run-ons.
4110-0302-1	Use adjectives and adverbs correctly.
4110-0303-1	Use the proper form of pronouns.
4110-0304-1	Use correct subject-verb agreement.

4110-0305-1	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4110-0306-1	Use specific words and details.
4110-0307-1	Eliminate slang and jargon.
4110-0308-1	Define unfamiliar terms for the audience.
4110-0309-1	Correct misplaced phrases and clauses.
4110-0310-1	Punctuate the final draft correctly, especially dialogue if applicable.
4110-0311-1	Paragraph the final draft appropriately.
4110-0312-1	Use transitions between paragraphs.
4110-0313-1	Use correct capitalization.
4110-0314-1	Use standard spelling.
4110-0315-1	Eliminate inconsistencies in tense.
4110-0316-1	Correct faulty parallelism.
4110-0317-1	Eliminate redundancies.
4110-0318-1	Share the final draft.

PAPER #2: NARRATIVE CONTAINING CONFLICT, CHARACTER, SETTING, AND THEME

STANDARD 4110-01-2	The students will increase their understanding and appreciation of literature through personal response and interpretation of prose and poetry. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading selections and discussion, the students will:**
4110-0101-2	Share their own opinions, reactions, and impressions of the literature.
4110-0102-2	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4110-0103-2	Select stimulating and interesting material for personal reading.
4110-0104-2	Interpret meaning when it is not directly stated.
4110-0105-2	Make and support inferences about the characters.
4110-0106-2	Make and support inferences about conflict.
4110-0107-2	Make and support inferences about theme.
4110-0108-2	Make and support inferences about time and place, and past and present action.
4110-0109-2	Identify and explain the mood and tone.
4110-0110-2	Identify and evaluate the point of view.
4110-0111-2	Recognize that reading experiences relate to personal beliefs, attitudes, commitments, cultures, and values.
4110-0112-2	Share reading experiences through speech, music, drama, art, or writing.
4110-0113-2	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4110-0114-2	Use prewriting strategies; e.g., outlining brainstorming, listing, mapping, clustering, webbing, etc.
4110-0115-2	Determine an appropriate audience.

STANDARD
4110-02-2

The students will compose a narrative containing conflict, character, setting, and theme; e.g., ballad, legend, drama, folklore, poetry (epic poetry or Spoon River Anthology type of poetry, fantasy, parody). (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, students will:**
4110-0201-2	Use appropriate voice.
4110-0202-2	Construct a plot.
4110-0203-2	Describe a specific setting.
4110-0204-2	Develop believable characters.
4110-0205-2	Include conflict and resolution.
4110-0206-2	Include specific descriptions and sensory detail.
4110-0207-2	Use active verbs.
4110-0208-2	Develop dialogue if appropriate.
	While revising, the students will:
4110-0209-2	Participate in response groups for peer evaluation.
4110-0210-2	Analyze and clarify the paper to improve its meaning and communication.
4110-0211-2	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4110-03-2

Students will produce a final draft of a narrative in prose or poetry. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4110-0301-2	Correct fragments and run-ons.
4110-0302-2	Use adjectives and adverbs correctly.
4110-0303-2	Use the proper form of pronouns.

4110-0304-2	Use correct subject-verb agreement.
4110-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4110-0306-2	Use specific words and details.
4110-0307-2	Eliminate slang and jargon.
4110-0308-2	Define unfamiliar terms for the audience.
4110-0309-2	Correct misplaced phrases and clauses.
4110-0310-2	Punctuate the final draft correctly, especially dialogue if applicable.
4110-0311-2	Paragraph the final draft appropriately.
4110-0312-2	Use transitions between paragraphs.
4110-0313-2	Use correct capitalization.
4110-0314-2	Use standard spelling.
4110-0315-2	Eliminate inconsistencies in tense.
4110-0316-2	Correct faulty parallelism.
4110-0317-2	Eliminate redundancies.
4110-0318-2	Share the final draft.

PAPER #3: PROJECT/PAPER ON AN ISSUE OF NATIONAL CONCERN

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of final product.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation for all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4110-01-3	The students will find, use, and analyze information from the library media center and other locations on topic of national concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Using information sources, the students will:**
4110-0101-3	Choose a topic of national concern.
4110-0102-3	Read an encyclopedia article for a brief overview of the topic.
4110-0103-3	Formulate questions to explore the topic.
4110-0104-3	Determine search terms or key words to locate additional information.
4110-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4110-0106-3	Find relevant, current and accurate information from various sources that answers predetermined questions using at least one nonprint source.
4110-0107-3	Interpret charts, graphs, and diagrams.
4110-0108-3	Obtain materials through interlibrary cooperation, if necessary.
4110-0109-3	Evaluate information.
4110-0110-3	Synthesize, summarize, and paraphrase information from various sources.

4110-0111-3	Define unfamiliar vocabulary in context.
4110-0112-3	Determine an appropriate audience.
4110-0113-3	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4110-02-3	The students will create an informative project/paper on a topic of national concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, students will:**
4110-0201-3	Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine article, newscast, editorial, script, etc.
4110-0202-3	Use appropriate voice.
4110-0203-3	Synthesize and organize information.
4110-0204-3	Use correctly new words that are related to the subject matter.
4110-0205-3	Include documentation of cited information; e.g., footnotes, endnotes, internal citations.
4110-0206-3	Produce charts, illustrations, or graphs when appropriate.
4110-0207-3	Make sentence structure clear, strong, and direct.
4110-0208-3	Prepare a simple bibliography.
	While revising, students will:
4110-0209-3	Participate in response groups for peer evaluation.
4110-0210-3	Analyze and clarify the paper to improve its meaning and communication.
4110-0211-3	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4110-03-3	The students will produce a final draft of an informative project/paper on a topic of national concern including graphic materials. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4110-0301-3	Correct fragments and run-ons.
4110-0302-3	Use adjectives and adverbs correctly.
4110-0303-3	Use the proper form of pronouns.
4110-0304-3	Use correct subject-verb agreement.
4110-0305-3	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4110-0306-3	Use specific words and details.
4110-0307-3	Eliminate slang and jargon.
4110-0308-3	Define unfamiliar terms for the audience.
4110-0309-3	Correct misplaced phrases and clauses.
4110-0310-3	Punctuate the final draft correctly, especially dialogue if applicable.
4110-0311-3	Paragraph the final draft appropriately.
4110-0312-3	Use transitions between paragraphs.
4110-0313-3	Use correct capitalization.
4110-0314-3	Combine graphic material and text effectively.
4110-0315-3	Use standard spelling.
4110-0316-3	Eliminate inconsistencies in tense.
4110-0317-3	Correct faulty parallelism.
4110-0318-3	Eliminate redundancies.
4110-0319-3	Share the final draft.

PAPER #4: PERSUASIVE PAPER PRESENTING THE NEED TO SOLVE A PROBLEM OF NATIONAL CONCERN

STANDARD 4110-01-4	The students will comprehend and evaluate persuasive materials relevant to problems of national concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Through reading selections and discussion, the students will:**
4110-0101-4	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4110-0102-4	Identify points of view
4110-0103-4	Summarize the persuasive arguments.
4110-0104-4	Discriminate facts from opinions.
4100-0105-4	Recognize the elements of good persuasion; i.e., logic, organization, etc.
4110-0106-4	Evaluate the strengths and weaknesses of arguments.
4110-0107-4	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4110-0108-4	Choose and take a position on an appropriate national problem.
4110-0109-4	Determine an appropriate audience.
4110-0110-4	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4110-02-4	The students will compose an essay, taking a position on an problem of national concern and support their position, refuting the major counter arguments. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)
OBJECTIVES	**While drafting, the students will:**
4110-0201-4	Use appropriate voice.

4110-0202-4 Take a position on an issue.

4110-0203-4 Support the position logically.

4110-0204-4 Identify and refute the major counter arguments.

4110-0205-4 Use an appropriate organizational strategy.

4110-0206-4 Use examples whenever possible to support the position.

4110-0207-4 Use vocabulary appropriate to the audience.

While revising, the students will:

4110-0208-4. Participate in response groups for peer evaluation.

4110-0209-4 Analyze and clarify the paper to improve the meaning and communication.

4110-0210-4 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4110-03-4

The students will produce a final draft of a persuasive essay based on a problem of national concern. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES **While editing and publishing, the students will:**

4110-0301-4 Correct fragments and run-ons.

4110-0302-4 Use adjectives and adverbs correctly.

4110-0303-4 Use the proper form of pronouns.

4110-0304-4 Use correct subject-verb agreement.

4110-0305-4 Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4110-0306-4 Use specific words and details.

4110-0307-4 Eliminate slang and jargon.

4110-0308-4 Define unfamiliar terms for the audience.

4110-0309-4 Correct misplaced phrases and clauses.

4110-0310-4 Punctuate the final draft correctly, especially dialogue if applicable.

4110-0311-4	Paragraph the final draft appropriately.
4110-0312-4	Use transitions between paragraphs.
4110-0313-4	Use correct capitalization.
4110-0314-4	Use standard spelling.
4110-0315-4	Eliminate inconsistencies in tense.
4110-0316-4	Correct faulty parallelism.
4110-0317-4	Eliminate redundancies.
4110-0318-4	Share the final draft.

PAPER #5: RESUME

STANDARD 4110-01-5	The students will read and evaluate job announcements and descriptions of various occupations and make supported predictions about future careers. (LISTENING, SPEAKING, CRITICAL THINKING, READING/PREWRITING)
OBJECTIVES	**Through reading selections, discussion, and/or observation, the students will:**
4110-0101-5	Locate and read sources of job information including current listings, occupational descriptions, and projections. (Contact Utah Job Service or the career library.)
4110-0102-5	Match personal interests with jobs currently available in a chosen field.
4110-0103-5	Match projected personal qualifications with existing and future occupations.
4110-0104-5	Project the availability of jobs in a variety of occupations.
4100-0105-5	Learn unfamiliar and technical terms.
4100-0106-5	Read model resumes from various career and occupational areas.
	Before drafting, the students will:
4110-0107-5	Select a future career or vocational area; e.g., health occupations, computer technology, law-related fields.
4110-0108-5	Interview an individual in the selected occupational area to determine the requisite job qualifications and requirements.
4110-0109-5	Assess the intended audience.
4110-0110-5	Match needed qualifications with the selected occupational area.
4110-0111-5	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4100-02-5	The students will write a simulated job resume in a preselected occupational area. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4100-0201-5	Use appropriate voice.
4110-0202-5	Construct a resume addressing the job selected in prewriting activities.
4110-0203-5	Convince the reader of their capability for the job.
4110-0204-5	Use language that is specific, smooth flowing, and straight forward.
4110-0205-5	Use an appropriate resume format.
	While revising, the students will:
4110-0206-5	Participate in response groups for peer evaluation.
4110-0207-5	Analyze and clarify the paper to improve its meaning and communication.
4110-0208-5	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4110-03-5	The students will produce a final draft of a simulated resume. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4110-0301-5	Correct fragments and run-ons.
4110-0302-5	Use adjectives and adverbs correctly.
4110-0303-5	Use the proper form of pronouns.
4110-0304-5	Use correct subject-verb agreement.
4110-0305-5	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4110-0306-5	Use specific words and details.
4110-0307-5	Eliminate slang and jargon.
4110-0308-5	Define unfamiliar terms for the audience.
4110-0309-5	Correct misplaced phrases and clauses.
4110-0310-5	Punctuate the final draft correctly.
4110-0311-5	Paragraph the final draft appropriately.
4110-0312-5	Use transitions between paragraphs.
4110-0313-5	Use correct capitalization.
4110-0314-5	Use standard spelling.
4110-0315-5	Eliminate inconsistencies in tense.
4110-0316-5	Correct faulty parallelism.
4110-0317-5	Eliminate redundancies.
4110-0318-5	Share the final draft.

LANGUAGE ARTS LEVEL 11
ALTERNATIVE COURSE

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Applied Communication	1.0	Mastery of Level 10

LA LEVEL 11

SIS COURSE NUMBER: 4115
SIS CODE: LA

COURSE DESCRIPTION

Applied Communication, Level 11, is a series of 7 modules of print and video that help students develop and refine job-related communication skills: reading, writing, listening, speaking, problem solving, visual, and nonverbal skills. It can be offered as a core option alternative to 11th grade English courses.

In this course, communication skills are taught in a setting that models the challenges and responsibilities of the workplace. This activity-oriented approach is designed to appeal to a variety of learning styles, especially to students who are motivated by hands-on instruction. Students don't just talk about communication. They learn and practice communication in conversations and meetings and through memos, letters, reports, charts, and graphs.

Applied Communication strengthens the academic foundation of the curriculum. It is designed for use with students who have at least an eighth-grade level of reading ability and is not a remedial course.

As North America continues to experience unprecedented economic and industrial change, few workers can afford to prepare for a single life-long vocation. Today's technology-rich world rewards flexible workers--people with the skills that will help them adapt to workplace challenges.

Of these vital skills, many business leaders consider communication the most important for a student to attain. With good communication skills, workers are better able to interpret and influence their environment--to function as team members, share expertise, and take advantage of further training.

Applied Communication was created by 43 state and provincial education agencies and the Agency for Instructional Technology (AIT) to teach the communication skills all students will need in the workplace of today and tomorrow.

In order to use this course effectively, a teacher must have access to the video tapes, student manuals, instructor's manuals developed for each module, and must use them in conjunction with this document.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

LEVEL 11
APPLIED COMMUNICATION - ALTERNATIVE COURSE

MODULE #1: COMMUNICATION IN THE WORKPLACE

CORE STANDARDS OF THE COURSE

STANDARD 4115-01-1	The students will develop their ability to comprehend information delivered in memo form. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4115-0101-1	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4115-0102-1	Comprehend technical words and concepts that pertain to a particular occupation.
4115-0103-1	Restate or paraphrase a written selection to confirm understanding of what was read.
4115-0104-1	Read and understand forms, diagrams, memos, and letters.
4115-0105-1	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4115-0106-1	Recognize visual cues to meaning.
4115-0107-1	Determine when more information is needed and ask appropriate questions to gain information.
4115-0108-1	Listen attentively to take accurate notes.
4115-0109-1	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4115-0110-1	Recognize nonverbal cues that influence the meaning of oral communication.
4115-0111-1	Summarize and take notes from various sources.
4115-0112-1	Identify and define components of the communication process.

4115-0113-1	Identify, select, and use appropriate modes of communication.
4115-0114-1	Identify barriers to communication and demonstrate ways to overcome them.
4115-0115-1	Evaluate the effectiveness of a message between sender and receiver.
4115-0116-1	Apply effective communication strategies.

STANDARD 4115-02-1	The students will compose a memo in response to a simulated job assignment. LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**Before drafting, the students will:**
4115-0201-1	Assess the intended audience.
4115-0202-1	Analyze information supplied in the simulation in Lesson 6, Model I, Student Worktext.
4115-0203-1	Use prewriting strategies; e.g., outlining, brainstorming listing, mapping, clustering, webbing, etc.
	While drafting, the students will:
4115-0204-1	Use appropriate voice.
4115-0205-1	Summarize the intended communication clearly, concisely, and effectively.
4115-0206-1	Use proper memo format.
	While revising, students will:
4115-0207-1	Participate in response groups for peer evaluation.
4115-0208-1	Analyze and clarify the paper to improve its meaning and communication.
4115-0209-1	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4115-03-1

The students will produce, through the editing process, a final draft of a memo in response to a simulated job assignment. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	While editing and publishing, the students will:
4115-0301-1	Correct fragments and run-ons.
4115-0302-1	Use adjectives and adverbs correctly.
4115-0303-1	Use the proper form of pronouns.
4115-0304-1	Use correct subject-verb agreement.
4115-0305-1	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4115-0306-1	Use specific words and details.
4115-0307-1	Eliminate slang and jargon.
4115-0308-1	Define unfamiliar terms for the audience.
4115-0309-1	Correct misplaced phrases and clauses.
4115-0310-1	Punctuate the final draft correctly.
4115-0311-1	Paragraph the final draft appropriately.
4115-0312-1	Use transitions between paragraphs.
4115-0313-1	Use correct capitalization.
4115-0314-1	Use standard spelling.
4115-0315-1	Eliminate inconsistencies in tense.
4115-0316-1	Correct faulty parallelism.
4115-0317-1	Eliminate redundancies.
4115-0318-1	Adhere to proper business formats.
4115-0319-1	Share the final draft.

MODULE #2: GATHERING AND USING INFORMATION IN THE WORKPLACE

STANDARD 4115-01-2	The students will develop their ability to locate and use information about careers obtained from appropriate written and oral sources, including computer databases. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4115-0101-2	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4115-0102-2	Comprehend technical words and concepts that pertain to a particular occupation.
4115-0103-2	Restate or paraphrase a written selection to confirm understanding of what was read.
4115-0104-2	Read and understand forms, diagrams, memos, and letters.
4115-0105-2	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4115-0106-2	Recognize visual cues to meaning.
4115-0107-2	Determine when more information is needed and ask appropriate questions to gain information.
4115-0108-2	Listen attentively to take accurate notes.
4115-0109-2	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4115-0110-2	Recognize nonverbal cues that influence the meaning of oral communication.
4115-0111-2	Summarize and take notes from various sources.
4115-0112-2	Identify and define components of the communication process.
4115-0113-2	Read and interpret data presented in tables, charts, and graphs alone or in combination with related texts.
4115-0114-2	Find, read, understand, and use information from books, manuals, computer printouts, and other printed matter or electronic sources such as video terminals.

STANDARD 4115-02-2	The students will compose a letter requesting specific information about a career. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**Before drafting, students will:**
4115-0201-2	Assess the intended audience.
4115-0202-2	Analyze information supplied in the simulation in Lesson 6, Module 2, Student Worktext.
4115-0203-2	Use prewriting strategies; e.g., outlining brainstorming, listing, mapping, clustering, webbing, etc.
	While drafting, the students will:
4115-0204-2	Use appropriate voice.
4115-0205-2	Use the checklist supplied in Lesson 6 to ensure all parts of the letter are included.
	While revising, the students will:
4115-0206-2	Participate in response groups for peer evaluation.
4115-0207-2	Analyze and clarify the paper to improve its meaning and communication.
4115-0208-2	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4115-03-2	The students will produce, through the editing process, a final draft of a letter requesting specific information about a career. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, students will:**
4115-0301-2	Correct fragments and run-ons.
4115-0302-2	Use adjectives and adverbs correctly.
4115-0303-2	Use the proper form of pronouns.

4115-0304-2	Use correct subject-verb agreement.
4115-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4115-0306-2	Use specific words and details.
4115-0307-2	Eliminate slang and jargon.
4115-0308-2	Define unfamiliar terms for the audience.
4115-0309-2	Correct misplaced phrases and clauses.
4115-0310-2	Punctuate the final draft correctly.
4115-0311-2	Paragraph the final draft appropriately.
4115-0312-2	Use transitions between paragraphs.
4115-0313-2	Use correct capitalization.
4115-0314-2	Use standard spelling.
4115-0315-1	Eliminate inconsistencies in tense.
4115-0316-1	Correct faulty parallelism.
4115-0317-1	Eliminate redundancies.
4115-0318-2	Adhere to proper business formats.
4115-0319-2	Share the final draft.

MODULE #3: USING PROBLEM-SOLVING STRATEGIES

STANDARD 4115-01-3	The students will develop their ability to solve problems in the workplace. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4115-0101-3	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4115-0102-3	Comprehend technical words and concepts that pertain to a particular occupation.
4115-0103-3	Restate or paraphrase a written selection to confirm understanding of what was read.
4115-0104-3	Read and understand forms, diagrams, memos, and letters.
4115-0105-3	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4115-0106-3	Recognize visual cues to meaning.
4115-0107-3	Determine when more information is needed and ask appropriate questions to gain information.
4115-0108-3	Listen attentively to take accurate notes.
4115-0109-3	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4115-0110-3	Recognize nonverbal cues that influence the meaning of oral communication.
4115-0111-3	Summarize and take notes from various sources.
4115-0112-3	Read and interpret data presented in tables, graphs, charts, maps, and blueprints, alone or in combination with related texts.
4115-0113-3	Find, read, understand, and use information from books, manuals, computer printouts, and other printed matter or electronic sources such as video terminals.
4115-0114-3	Participate in meetings.

4115-0115-3	Exchange ideas orally.
4115-0116-3	Use nonverbal behavior to increase the effectiveness of oral communication.
4115-0117-3	Recognize nonverbal cues of listener.
4115-0118-3	Use communication skills to solve problems through a variety of modes.
4115-0119-3	Identify the significance of problem solving in job situations.
4115-0120-3	Identify characteristics of effective problem solving.
4115-0121-3	Identify barriers to effective problem solving.
4115-0122-3	Distinguish fact from opinion.
4115-0123-3	Analyze cause and effect.
4115-0124-3	Evaluate alternatives.
4115-0125-3	Evaluate solutions.

STANDARD 4115-02-3	The students will present the solution to a workplace problem in memo, report, or graphic form. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**Before drafting, the students will:**
4115-0201-3	Assess the intended audience.
4115-0202-3	Analyze in groups the "Grants Pass" simulation material from Module 3, Student Worktext.
4115-0203-3	Use appropriate problem-solving strategies.
4115-0204-3	Determine a workable solution.
	While drafting, the students will:
4115-0205-3	Use appropriate voice.
4115-0206-3	Use an acceptable report format to enhance verbal and visual communication.

4115-0207-3	Prepare graphics (tables, diagrams, charts, graphs, drawings, maps, and/or photographs) for the purpose of communicating information.
	While revising, the students will:
4115-0208-3	Participate in response groups for peer evaluation.
4115-0209-3	Analyze and clarify the paper to improve its meaning and communication.
4115-0210-3	Make necessary structural, syntactical, and graphic changes for improvement.
STANDARD 4115-03-3	The students will produce, through the editing process, a final draft of a report solving a workplace problem. (EDITING, LISTENING, VIEWING, CRITICAL THINKING)
OBJECTIVES	**While editing and publishing, the students will:**
4115-0301-3	Correct fragments and run-ons.
4115-0302-3	Use adjectives and adverbs correctly.
4115-0303-3	Use the proper form of pronouns.
4115-0304-3	Use correct subject-verb agreement.
4115-0305-3	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4115-0306-3	Use specific words and details.
4115-0307-3	Eliminate slang and jargon.
4115-0308-3	Define unfamiliar terms for the audience.
4115-0309-3	Correct misplaced phrases and clauses.
4115-0310-3	Punctuate the final draft correctly.
4115-0311-3	Paragraph the final draft appropriately.
4115-0312-3	Use transitions between paragraphs.
4115-0313-3	Use correct capitalization.

4115-0314-3	Use standard spelling.
4115-0315-3	Eliminate inconsistencies in tense.
4115-0316-3	Correct faulty parallelism.
4115-0317-3	Eliminate redundancies.
4115-0318-3	Adhere to proper business formats.
4115-0219-3	Assess the body language and feedback from an audience to revise summary delivered as a speech.
4115-0320-3	Share the final draft.

MODULE #4: STARTING A NEW JOB

STANDARD 4115-01-4	The students will develop their ability to look for and respond to detailed information needed to begin a new job. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4115-0101-4	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4115-0102-4	Comprehend technical words and concepts that pertain to a particular occupation.
4115-0103-4	Restate or paraphrase a written selection to confirm understanding of what was read.
4115-0104-4	Read and understand forms, diagrams, memos, and letters.
4115-0105-4	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4115-0106-4	Recognize visual cues to meaning.
4115-0107-4	Determine when more information is needed and ask appropriate questions to gain information.
4115-0108-4	Listen attentively to take accurate notes.
4115-0109-4	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4115-0110-4	Recognize nonverbal cues that influence the meaning of oral communication.
4115-0111-4	Summarize and take notes from various sources.
4115-0112-4	Read and interpret data presented in tables, graphs, charts, maps, and blueprints, alone or in combination with related texts.
4115-0113-4	Find, read, and use information from books, manuals, computer printouts, and other printed matter or electronic sources such as video terminals.
4115-0114-4	Read written directions.

4115-0115-4	Analyze information gathered from interviews.
4115-0116-4	Identify the essential tasks required in a particular job.
4115-0117-4	Identify and use sources of technical information on the job.
4115-0118-4	Identify function/location of sources to learn technical terms; e.g., experts, manuals, glossaries, dictionaries, handbooks.
4115-0119-4	Identify chain of command.

STANDARD 4115-02-4	The students will summarize, in writing, the information gathered by interviewing an individual about the nature of a particular job of interest. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**Before drafting, the students will:**
4115-0201-4	Assess the intended audience.
4115-0202-4	Analyze information gathered from interview in Lesson 6, Module 4, Student Worktext.
4115-0203-4	Use prewriting strategies; e.g., outlining brainstorming, listing, mapping, clustering, webbing, etc.
	While drafting, the students will:
4115-0204-4	Use appropriate voice.
4115-0205-4	Select important information obtained in the interview.
4115-0206-4	Organize information effectively.
	While revising, students will:
4115-0207-4	Participate in response groups for peer evaluation.
4115-0208-4	Analyze and clarify the paper to improve its meaning and communication.
4115-0209-4	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4115-03-4

The students will produce, through the editing process, a final draft of a summary of an interview concerning a job of interest. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4115-0301-4	Correct fragments and run-ons.
4115-0302-4	Use adjectives and adverbs correctly.
4115-0303-4	Use the proper form of pronouns.
4115-0304-4	Use correct subject-verb agreement.
4115-0305-4	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4115-0306-4	Use specific words and details.
4115-0307-4	Eliminate slang and jargon.
4115-0308-4	Define unfamiliar terms for the audience.
4115-0309-4	Correct misplaced phrases and clauses.
4115-0310-4	Punctuate the final draft correctly.
4115-0311-4	Paragraph the final draft appropriately.
4115-0312-4	Use transitions between paragraphs.
4115-0313-4	Use correct capitalization.
4115-0314-4	Use standard spelling.
4115-0315-4	Eliminate inconsistencies in tense.
4115-0316-4	Correct faulty parallelism.
4115-0317-4	Eliminate redundancies.
4115-0318-4	Adhere to proper business formats.
4115-0319-4	Share the final draft.

MODULE #5: COMMUNICATING WITH CO-WORKERS

STANDARD 4115-01-5	The students will develop their ability to gather and analyze information necessary to resolve a business-related issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4115-0101-5	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4115-0102-5	Comprehend technical words and concepts that pertain to a particular occupation.
4115-0103-5	Restate or paraphrase a written selection to confirm understanding of what was read.
4115-0104-5	Read and understand forms, diagrams, memos, and letters.
4115-0105-5	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4115-0106-5	Recognize visual cues to meaning.
4115-0107-5	Determine when more information is needed and ask appropriate questions to gain information.
4115-0108-5	Listen attentively to take accurate notes.
4115-0109-5	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4115-0110-5	Recognize nonverbal cues that influence the meaning of oral communication.
4115-0111-5	Summarize and take notes from various sources.
4115-0112-5	Read and interpret data presented in tables, diagrams, charts, and maps, alone or in combination with related texts.
4115-0113-5	Find, read, understand, and use information from books, manuals, and other printed materials.
4115-0114-5	Identify barriers that hinder an effective co-worker relationship.

4115-0115-5 Collaborate with co-workers to analyze information.

4115-0116-5 Discuss and evaluate a co-worker's communication skills.

4115-0117-5 Explain a procedure orally to a co-worker.

4115-0118-5 Demonstrate the use of standard references in a specific field.

4115-0119-5 Participate in group discussions.

4115-0120-5 Distinguish fact from opinion.

STANDARD
4115-02-5

The students will present a solution to a business-related issue in memo, letter, or report form. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES **Before drafting, the students will:**

4115-0201-5 Assess the intended audience.

4115-0202-5 Choose one of the simulation activities in Lesson 4, Module 5, Student Worktext.

4115-0203-5 Analyze the information in the simulation.

4115-0204-5 Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

While drafting, the students will:

4115-0205-5 Use appropriate voice.

4115-0206-5 Provide sufficient data to solve the problem.

4115-0207-5 Use information that is accurate, comprehensive, logical, and objective.

While revising, students will:

4115-0208-5 Participate in response groups for peer evaluation.

4115-0209-5 Analyze and clarify the paper to improve its meaning and communication.

4115-0210-5 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4115-03-5	The students will produce, through the editing process, a final draft of a solution to a business-related issue in memo, letter, or report form. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4115-0301-5	Correct fragments and run-ons.
4115-0302-5	Use adjectives and adverbs correctly.
4115-0303-5	Use the proper form of pronouns.
4115-0304-5	Use correct subject-verb agreement.
4115-0305-5	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4115-0306-5	Use specific words and details.
4115-0307-5	Eliminate slang and jargon.
4115-0308-5	Define unfamiliar terms for the audience.
4115-0309-5	Correct misplaced phrases and clauses.
4115-0310-5	Punctuate the final draft correctly.
4115-0311-5	Paragraph the final draft appropriately.
4115-0312-5	Use transitions between paragraphs.
4115-0313-5	Use correct capitalization.
4115-0314-5	Use standard spelling.
4115-0315-5	Eliminate inconsistencies in tense.
4115-0316-5	Correct faulty parallelism.
4115-0317-5	Eliminate redundancies.
4115-0318-5	Adhere to proper business formats.
4115-0319-5	Share the final draft.

MODULE #6: PARTICIPATION IN GROUPS

STANDARD 4115-01-6	The students will develop their ability to analyze and report on group interaction in a given occupational area. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4115-0101-6	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4115-0102-6	Comprehend technical words and concepts that pertain to a particular occupation.
4115-0103-6	Restate or paraphrase a written selection to confirm understanding of what was read.
4115-0104-6	Read and understand forms, diagrams, memos, and letters.
4115-0105-6	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4115-0106-6	Recognize visual cues to meaning.
4115-0107-6	Determine when more information is needed and ask appropriate questions to gain information.
4115-0108-6	Listen attentively to take accurate notes.
4115-0109-6	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4115-0110-6	Recognize nonverbal cues that influence the meaning of oral communication.
4115-0111-6	Summarize and take notes from various sources.
4115-0112-6	Read and interpret data presented in tables, charts, and maps or in combination with related texts.
4115-0113-6	Analyze information gathered from small groups.
4115-0114-6	Participate in meetings.
4115-0115-6	Use nonverbal behavior to increase the effectiveness of oral communication.

4115-0116-6	Use a variety of communication skills to solve problems.
4115-0117-6	Identify the significance of problem solving in job situations.
4115-0118-6	Identify characteristics of effective problem solving.
4115-0119-6	Identify barriers to effective problem solving.
4115-0120-6	Distinguish fact from opinion.
4115-0121-6	Analyze cause and effect.
4115-0122-6	Evaluate alternatives.
4115-0123-6	Evaluate solutions.

STANDARD 4115-02-6	The students will gather information and, using a report format, describe the interaction of a group they have observed in a workplace setting. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**Before drafting, the students will:**
4115-0201-6	Assess the intended audience.
4115-0202-6	Analyze information gathered in simulations in Lessons 6 and 7, Module 6, Student Worktext.
4115-0203-6	Use prewriting strategies; e.g., outlining brainstorming, listing, mapping, clustering, webbing, etc.
	While drafting, the students will:
4115-0204-6	Use appropriate voice.
4115-0205-6	Use information that is accurate, comprehensive, logical, and objective.
	While revising, the students will:
4115-0206-6	Participate in response groups for peer evaluation.
4115-0207-6	Analyze and clarify the paper to improve its meaning and communication.
4115-0208-6	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4115-03-6	The students will produce, through the editing process, a final draft of a report describing the interaction of a group they have observed in a workplace setting. (LISTENING, SPEAKING, READING WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4115-0301-6	Correct fragments and run-ons.
4115-0302-6	Use adjectives and adverbs correctly.
4115-0303-6	Use the proper form of pronouns.
4115-0304-6	Use correct subject-verb agreement.
4115-0305-6	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4115-0306-6	Use specific words and details.
4115-0307-6	Eliminate slang and jargon.
4115-0308-6	Define unfamiliar terms for the audience.
4115-0309-6	Correct misplaced phrases and clauses.
4115-0310-6	Punctuate the final draft correctly.
4115-0311-6	Paragraph the final draft appropriately.
4115-0312-6	Use transitions between paragraphs.
4115-0313-6	Use correct capitalization.
4115-0314-6	Use standard spelling.
4115-0315-6	Eliminate inconsistencies in tense.
4115-0316-6	Correct faulty parallelism.
4115-0317-6	Eliminate redundancies.
4115-0318-6	Adhere to proper business formats.
4115-0319-6	Share the final draft.

MODULE #7: FOLLOWING AND GIVING DIRECTIONS

STANDARD 4115-01-7	The students will develop their understanding of workplace-related procedures. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4115-0101-7	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4115-0102-7	Comprehend technical words and concepts that pertain to a particular occupation.
4115-0103-7	Restate or paraphrase a written selection to confirm understanding of what was read.
4115-0104-7	Read and understand forms, diagrams, memos, and letters.
4115-0105-7	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4115-0106-7	Recognize visual cues to meaning.
4115-0107-7	Determine when more information is needed and ask appropriate questions to gain information.
4115-0108-7	Listen attentively to take accurate notes.
4115-0109-7	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4115-0110-7	Recognize nonverbal cues that influence the meaning of oral communication.
4115-0111-7	Summarize and take notes from various sources.
4115-0112-7	Read and follow complex written directions.
4115-0113-7	Read and interpret data presented in tables, graphs, charts, maps, and blueprints alone or in combination with related texts.
4115-0114-7	Find, read, understand, and use information from books, manuals, computer printouts, and other printed matter or electronic sources such as video terminals.

4115-0115-7	Explore workplace-related procedures in occupational areas of interest.
4115-0116-7	Follow oral directions.
4115-0117-7	Give oral directions simply and clearly.
4115-0118-7	Use communication skills to follow and give directions in the workplace.
4115-0119-7	Identify the significance of following and giving directions in the workplace.
4115-0120-7	Identify characteristics of effective directions.
4115-0121-7	Identify barriers to effective directions.
4115-0122-7	Identify what happens when directions are misunderstood because they are inadequate or confusing.
4115-0123-7	Use a process approach to following and giving directions.
4115-0124-7	Ask relevant questions in response to incomplete directions.

STANDARD
4115-02-7

The students will gather information and give oral and written directions for a workplace-related procedure. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**Before drafting, the students will:**
4115-0201-7	Assess the intended audience.
4115-0202-7	Analyze information supplied in simulations in Lessons 5 and 6, Module 7, Student Worktext.
4115-0203-7	Use prewriting strategies; e.g., outlining brainstorming, listing, mapping, clustering, webbing, etc.
4115-0204-7	Use an appropriate method of organization.
4115-0205-7	Use information that is accurate, comprehensive, logical, and objective.
	While drafting, the students will:
4115-0206-7	Use appropriate voice.

4115-0207-7 Include all necessary information.

4115-0208-7 Follow appropriate organizational strategies.

While revising, the students will:

4115-0209-7 Participate in response groups for peer evaluation.

4115-0210-7 Analyze and clarify the paper to improve its meaning and communication.

4115-0211-7 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4115-03-7

The students will produce, through the editing process, a final draft of oral and written directions for a workplace-related procedure. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES **While editing and publishing, the students will:**

4115-0301-7 Correct fragments and run-ons.

4115-0302-7 Use adjectives and adverbs correctly.

4115-0303-7 Use the proper form of pronouns.

4115-0304-7 Use correct subject-verb agreement.

4115-0305-7 Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4115-0306-7 Use specific words and details.

4115-0307-7 Eliminate slang and jargon.

4115-0308-7 Define unfamiliar terms for the audience.

4115-0309-7 Correct misplaced phrases and clauses.

4115-0310-7 Punctuate the final draft correctly.

4115-0311-7 Paragraph the final draft appropriately.

4115-0312-7 Use transitions between paragraphs.

4115-0313-7 Use correct capitalization.

4115-0314-7 Use standard spelling.

4115-0315-7	Eliminate inconsistencies in tense.
4115-0316-7	Correct faulty parallelism.
4115-0317-7	Eliminate redundancies.
4115-0318-7	Share the final draft.

LANGUAGE ARTS LEVEL 12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
English, Level 12 (Elective--College Prep.)	1.0	Mastery of Level 11 Level 10

LA LEVEL 12

SIS COURSE NUMBER: 4120
SIS CODE: LA

COURSE DESCRIPTION

This course continues the development of thinking, reading, writing, speaking, and listening skills as identified in the preface. Students further improve all aspects of their communication skills.

Students are introduced to a greater variety of literature, including practical as well as traditional literary material. They continue to decode (read the lines), to infer (read between the lines), to interpret (read beyond the lines), and to identify and appreciate effective use of language. They improve their expressive and receptive vocabularies; i.e., the words they use in speaking and writing and the words they understand when reading and listening. They continue their development of investigative and library reference skills.

Students continue to develop the listening process to become responsive listeners; e.g., paraphrasing, using sequential dialogue, and summarizing.

Students have multiple opportunities to practice writing, to increase fluency, to generate ideas, and to begin to emphasize correctness in finished pieces. All phases of the writing process are employed, where appropriate, to enhance meaning and communication for various audiences.

Oral composing, emphasizing both responsive listening and effective speaking, augments the written composing process. To develop skills and confidence in expressing meaning, students speak in pairs, in small groups, in class discussions, and in presentations.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

This is an elective course which may be offered to honors students.

PAPER #1: FICTIONAL NARRATIVE USING ANY GENRE

STANDARD 4120-01-1	The students will read and make valid inferences from a literary work. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading selections and discussions, the students will:**
4120-0101-1	Share their own opinions, reactions, and impressions of the literature.
4120-0102-1	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4120-0103-1	Make valid inferences about characters, real or imaginary, based on various methods of characterization.
4120-0104-1	Identify stereotypes.
4120-0105-1	Identify characters that exhibit growth or decline.
4120-0106-1	Identify mood and tone by example.
4120-0107-1	Identify and support major and minor themes.
4120-0108-1	Define unfamiliar vocabulary in context.
	Before drafting, the students will:
4120-0109-1	Choose a literary work to analyze.
4120-0110-1	Determine an appropriate audience.
4120-0111-1	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4120-02-1	The students will compose a fictional narrative using any genre; i.e., short story, poetry, or drama. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4120-0201-1	Use appropriate voice.

4120-0202-1 Develop realistic settings.

4120-0203-1 Develop nonstereotypical characters.

4120-0204-1 Develop significant themes.

4120-0205-1 Use connotative and denotative language to enhance meaning.

4120-0206-1 Use major literary devices when appropriate; i.e., symbolism, irony, metaphor.

4120-0207-1 Use vivid, concrete language when describing settings, characters, and actions.

While revising, the students will:

4120-0208-1 Participate in response groups for peer evaluation.

4120-0209-1 Analyze and clarify the paper to improve its meaning and communication.

4120-0210-1 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4120-03-1

The students will write a final draft of a fictional narrative. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, EDITING, PUBLISHING)

OBJECTIVES **While editing and publishing, the students will:**

4120-0301-1 Correct fragments and run-ons.

4120-0302-1 Use adjectives and adverbs correctly.

4120-0303-1 Use the proper form of pronouns.

4120-0304-1 Use correct subject-verb agreement.

4120-0305-1 Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.

4120-0306-1 Use specific words and details.

4120-0307-1 Eliminate slang and jargon.

4120-0308-1 Define unfamiliar terms for the audience.

4120-0309-1 Correct misplaced phrases and clauses.

4120-0310-1	Punctuate the final draft correctly, especially dialogue if applicable.
4120-0311-1	Paragraph the final draft appropriately.
4120-0312-1	Use transitions between paragraphs.
4120-0313-1	Use correct capitalization.
4120-0314-1	Use standard spelling.
4120-0315-1	Eliminate inconsistencies in tense.
4120-0316-1	Correct faulty parallelism.
4120-0317-1	Eliminate redundancies.
4120-0318-1	Share the final draft.

PAPER #2: ANALYSIS OF A SOCIETAL ISSUE

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation of all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

NOTE: This group of standards is designed to be the first step in a two-step research process. The second step is contained in the "Solution Paper" group of standards.

STANDARD 4120-01-2	The students will find and use information from the library media center and other locations to analyze and rank potential solutions to a societal issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

[EXAMPLE: If the topic were disposal of nuclear waste, the analysis paper should identify important criteria for judging solutions to the problem such as longevity of the solution, cost, environmental hazards, etc., and then rank the criteria in order of importance.]

OBJECTIVES	**Using information sources, the students will:**
4120-0101-2	Choose a societal issue.
4120-0102-2	Read an encyclopedia article for a brief overview of the topic.
4120-0103-2	Formulate questions to explore the topic.
4120-0104-2	Determine search terms or key words to locate additional information.
4120-0105-2	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4120-0106-2	Find relevant, current, and accurate information from various sources that answers predetermined questions.

4120-0107-2	Obtain materials through interlibrary cooperation, if necessary.
4120-0108-2	Evaluate information.
4120-0109-2	Synthesize, summarize, and paraphrase information from various sources.
4120-0110-2	Define unfamiliar words.
4120-0111-2	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4120-02-2	The students will compose a paper analyzing a societal issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	While drafting, the students will:
4120-0201-2	Produce a comprehensive, factual, and informative analysis.
4120-0202-2	Use appropriate voice.
4120-0203-2	Synthesize and organize information.
4120-0204-2	Use new words correctly.
4120-0205-2	Include documentation of cited information; e.g., footnotes, endnotes, internal citations.
4120-0206-2	Prepare a bibliography.
4120-0207-2	Produce charts, illustrations, or graphs when appropriate.
4120-0208-2	Make sentence structure clear, strong, and direct.
	While revising, the students will:
4120-0209-2	Participate in response groups for peer evaluation.
4120-0210-2	Analyze and clarify the paper to improve its meaning and communication.
4120-0211-2	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4120-03-2	The students will produce a final draft of a paper analyzing a societal issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4120-0301-2	Correct fragments and run-ons.
4120-0302-2	Use adjectives and adverbs correctly.
4120-0303-2	Use the proper form of pronouns.
4120-0304-2	Use correct subject-verb agreement.
4120-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4120-0306-2	Use specific words and details.
4120-0307-2	Eliminate slang and jargon.
4120-0308-2	Define unfamiliar terms for the audience.
4120-0309-2	Correct misplaced phrases and clauses.
4120-0310-2	Punctuate the final draft correctly, especially dialogue if applicable.
4120-0311-2	Paragraph the final draft appropriately.
4120-0312-2	Use transitions between paragraphs.
4120-0313-2	Use correct capitalization.
4120-0314-2	Use standard spelling.
4120-0315-2	Eliminate inconsistencies in tense.
4120-0316-2	Correct faulty parallelism.
4120-0317-2	Eliminate redundancies.
4120-0318-2	Share the final draft.

PAPER #3: SOLUTION PAPER

NOTE: Paper #2 should be completed before beginning Paper #3.

STANDARD 4120-01-3	The students will study the solutions to the societal issue identified in the analysis paper and make conclusions and recommendations concerning the solutions. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4120-0101-3	Identify specific evidence that relates to proposed solutions, either supporting or refuting them.
4120-0102-3	Evaluate the informative value, comprehensiveness, and reliability of the evidence.
4120-0103-3	Decide which solution is best based on the evidence.
4120-0104-3	Determine the implications or ramifications of adopting the best solution.
4120-0105-3	Understand the vocabulary necessary to complete the assignment.
4120-0106-3	Analyze the audience to determine if the conclusions and recommendations will be positively or negatively received.
4120-0107-3	Choose the most effective way to present the material to the audience. (For a hostile audience, provide the refutation first, the support later; for a warm audience, provide the support first, the refutation later.)
4120-0108-3	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4120-02-3	The students will compose a solution paper on a societal issue including conclusions and recommendations. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	While drafting, the students will:
4120-0201-3	Restate the solutions to the societal issue and define the criteria by which each will be evaluated.

4120-0202-3	Use appropriate voice
4120-0203-3	Provide ample evidence to demonstrate how each solution meets the criteria.
4120-0204-3	Use concise, clear language.
4120-0205-3	Define technical language.
4120-0206-3	Include documentation of cited information; e.g., footnotes, endnotes, internal citations.
4120-0207-3	Prepare a simple bibliography.
4120-0208-3	Produce charts, illustrations, or graphs when appropriate.

While revising, the students will:

4120-0209-3	Participate in response groups for peer evaluation.
4120-0210-3	Analyze and clarify the paper to improve its meaning and communication.
4120-0211-3	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4120-03-3	The students will produce a final draft of a solution paper on a societal issue including conclusions and recommendations. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4120-0301-3	Correct fragments and run-ons.
4120-0302-3	Use adjectives and adverbs correctly.
4120-0303-3	Use the proper form of pronouns.
4120-0304-3	Use correct subject-verb agreement.
4120-0305-3	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4120-0306-3	Use specific words and details.
4120-0307-3	Eliminate slang and jargon.
4120-0308-3	Define unfamiliar terms for the audience.

4120-0309-3	Correct misplaced phrases and clauses.
4120-0310-3	Punctuate the final draft correctly, especially dialogue if applicable.
4120-0311-3	Paragraph the final draft appropriately.
4120-0312-3	Use transitions between paragraphs.
4120-0313-3	Use correct capitalization.
4120-0314-3	Use standard spelling.
4120-0315-3	Eliminate inconsistencies in tense.
4120-0316-3	Correct faulty parallelism.
4120-0317-3	Eliminate redundancies.
4120-0318-3	Share the final draft.

PAPER #4: COMPARISON/CONTRAST

STANDARD 4120-01-4	The students will analyze the similarities and differences between two literary selections. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Through reading selections and discussions, the students will:**
4120-0101-4	Analyze noteworthy works of literature (poems, short stories, plays) by the same or by different authors.
4120-0102-4	Share their own opinions, reactions, and impressions of the literature.
4120-0103-4	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4120-0104-4	Identify and explain similarities; e.g., themes, plots, characters, style, etc.
4120-0105-4	Identify and explain differences; e.g., themes, plots, characters, style, etc.
4120-0106-4	Make inferences about how writers use literary techniques such as styles, irony, symbolism, etc.
	Before drafting, the students will:
4120-0107-4	Choose two literary selections to compare/contrast.
4120-0108-4	Determine an appropriate audience.
4120-0109-4	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4120-02-4	The students will compose an essay comparing and contrasting selected elements from works of literature. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)
OBJECTIVES	**While drafting, the students will:**
4120-0201-4	Identify and explain similarities in two or more works of literature; e.g., themes, plots, characters, etc.

4120-0202-4	Identify and explain differences in two or more noteworthy works of literature; e.g., theme, plots, characters, etc.
4120-0203-4	Make supported generalizations about the effectiveness of the writers' use of devices such as theme, characterization, etc.
	While revising, the students will:
4120-0204-4	Participate in response groups for peer evaluation.
4120-0205-4	Analyze and clarify the paper to improve its meaning and communication.
4120-0206-4	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4120-03-4	The students will write a final draft of a comparison and contrast paper. (LISTENING, SPEAKING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4120-0301-4	Correct fragments and run-ons.
4120-0302-4	Use adjectives and adverbs correctly.
4120-0303-4	Use the proper form of pronouns.
4120-0304-4	Use correct subject-verb agreement.
4120-0305-4	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4120-0306-4	Use specific words and details.
4120-0307-4	Eliminate slang and jargon.
4120-0308-4	Define unfamiliar terms for the audience.
4120-0309-4	Correct misplaced phrases and clauses.
4120-0310-4	Punctuate the final draft correctly, especially dialogue if applicable.
4120-0311-4	Paragraph the final draft appropriately.
4120-0312-4	Use transitions between paragraphs.

4120-0313-4	Use correct capitalization.
4120-0314-4	Use standard spelling.
4120-0315-4	Eliminate inconsistencies in tense.
4120-0316-4	Correct faulty parallelism.
4120-0317-4	Eliminate redundancies.
4120-0318-4	Share the final draft.

PAPER #5: CRITICAL RESPONSE

STANDARD 4120-01-5	The students will interpret a writer's intent in any type of work. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading selections and discussions, the students will:**
4120-0101-5	Examine a wide selection of materials (news articles, poetry, essays, etc.).
4120-0102-5	Share their own opinions, reactions, and impressions of the literature.
4120-0103-5	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4120-0104-5	Recognize dominant impressions created by the writer (sarcasm, criticism, praise, affection, etc.).
4120-0105-5	Identify the techniques used to create this impression (diction, organization, tone).
	Before drafting, the students will:
4120-0106-5	Select a work for analysis.
4120-0107-5	Determine an appropriate audience.
4120-0108-5	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4120-02-5	The students will write a critical response to the dominant impression created in a work. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4120-0201-5	Use appropriate voice.
4120-0202-5	Identify and explain a dominant impression created by the author of the work selected.

4120-0203-5	Make supported inferences about a dominant impression created by the writer's techniques (diction, organization, tone).
	While revising, the students will:
4120-0204-5	Participate in response groups for peer evaluation.
4120-0205-5	Analyze and clarify the paper to improve its meaning and communication.
4120-0206-5	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4120-03-5	The students will write a final draft of a response to a dominant impression created in a work. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4120-0301-5	Correct fragments and run-ons.
4120-0302-5	Use adjectives and adverbs correctly.
4120-0303-5	Use the proper form of pronouns.
4120-0304-5	Use correct subject-verb agreement.
4120-0305-5	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4120-0306-5	Use specific words and details.
4120-0307-5	Eliminate slang and jargon.
4120-0308-5	Define unfamiliar terms for the audience.
4120-0309-5	Correct misplaced phrases and clauses.
4120-0310-5	Punctuate the final draft correctly, especially dialogue if applicable.
4120-0311-5	Paragraph the final draft appropriately.
4120-0312-5	Use transitions between paragraphs.
4120-0313-5	Use correct capitalization.
4120-0314-5	Use standard spelling.

4120-0315-5	Eliminate inconsistencies in tense.
4120-0316-5	Correct faulty parallelism.
4120-0317-5	Eliminate redundancies.
4120-0318-5	Share the final draft.

LANGUAGE ARTS LEVEL 12
ALTERNATIVE COURSE

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Applied Communication	1.0	Mastery of Level 11

LA LEVEL 12

SIS COURSE NUMBER: 4125
SIS CODE: LA

COURSE DESCRIPTION

Applied Communication, Level 12, is a series of 8 modules of print and video that help students develop and refine job-related communication skills: reading, writing, listening, speaking, problem solving, visual, and nonverbal skills. It can be offered as an elective course.

In this course, communication skills are taught in a setting that models the challenges and responsibilities of the workplace. This activity-oriented approach is designed to appeal to a variety of learning styles, especially to students who are motivated by hands-on instruction. Students don't just talk about communication. They learn and practice communication in conversations and meetings and through memos, letters, reports, charts, and graphs.

Applied Communication strengthens the academic foundations of the curriculum. It is designed for use with students who have at least an eighth-grade level of reading ability and is not a remedial course.

As North America continues to experience unprecedented economic and industrial change, few workers can afford to prepare for a single life-long vocation. Today's technology-rich world rewards flexible workers--people with the skills that will help them adapt to workplace challenges.

Of these vital skills, many business leaders consider communication the most important for a student to attain. With good communication skills, workers are better able to interpret and influence their environment--to function as team members, share expertise, and take advantage of further training.

Applied Communication was created by 43 state and provincial education agencies and the Agency for Instructional Technology (AIT) to teach the communication skills all students will need in the workplace of today and tomorrow.

In order to use this course effectively, a teacher must have access to the video tapes, student manuals, instructor's manuals developed for each module, and must use them in conjunction with this document.

Reading is a primary component of the communication process, but the choice of reading material for discussion is left to the discretion of the district, school, and classroom teacher. No lists of recommended reading are included in the core.

APPLIED COMMUNICATION LEVEL 12
ALTERNATIVE COURSE

MODULE #8: COMMUNICATING WITH SUPERVISORS

CORE STANDARDS OF THE COURSE

STANDARD 4125-01-8	The students will develop their worker-supervisor communication skills. (LISTENING SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4125-0101-8	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-8	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-8	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-8	Read and understand forms, diagrams, memos, and letters.
4125-0105-8	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-8	Recognize visual cues to meaning.
4125-0107-8	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-8	Listen attentively to take accurate notes.
4125-0109-8	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-8	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-8	Summarize and take notes from various sources.
4125-0112-8	Identify and define components of the communication process.

4125-0113-8	Identify the characteristics of effective worker-supervisor communication.
4125-0114-8	Identify barriers that hinder an effective worker-supervisor communication.
4125-0115-8	Recognize differences in supervisory styles and identify worker communication strategies appropriate for each style.
4125-0116-8	Identify ways to discuss a problem with a supervisor.
4125-0117-8	Apply assertiveness skills in worker-supervisor communication.

STANDARD 4125-02-8	The students will summarize the contents of a speech in writing. (LISTENING SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**Before drafting, the students will:**
4125-0201-8	Listen attentively to the speaker in Lesson 6, Module 8, Student Worktext.
4125-0202-8	Summarize the main points of the speech.
4125-0203-8	Use prewriting strategies; e.g., outlining, brainstorming listing, mapping, clustering, webbing, etc.
4125-0204-8	Choose an appropriate organizational structure.
	While drafting, the students will:
4125-0205-8	Use appropriate voice.
4125-0206-8	Explain major points of the speech or presentation.
	While revising, the students will:
4125-0207-8	Participate in response groups for peer evaluation.
4125-0208-8	Analyze and clarify the paper to improve its meaning and communication.
4125-0209-8	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4125-03-8

The students will produce, through the editing procedure, a final draft of a summary of a speech. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-8	Correct fragments and run-ons.
4125-0302-8	Use adjectives and adverbs correctly.
4125-0303-8	Use the proper form of pronouns.
4125-0304-8	Use correct subject-verb agreement.
4125-0305-8	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-8	Use specific words and details.
4125-0307-8	Eliminate slang and jargon.
4125-0308-8	Define unfamiliar terms for the audience.
4125-0309-8	Correct misplaced phrases and clauses.
4125-0310-8	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-8	Paragraph the final draft appropriately.
4125-0312-8	Use transitions between paragraphs.
4125-0313-8	Use correct capitalization.
4125-0314-8	Use standard spelling.
4125-0315-8	Eliminate inconsistencies in tense.
4125-0316-8	Correct faulty parallelism.
4125-0317-8	Eliminate redundancies.
4125-0318-8	Share the final draft.

MODULE #9: PRESENTING YOUR POINT OF VIEW

STANDARD 4125-01-9	The students will develop their ability to analyze methods of persuasion in presentations. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4125-0101-9	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-9	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-9	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-9	Read and understand forms, diagrams, memos, and letters.
4125-0105-9	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-9	Recognize visual cues to meaning.
4125-0107-9	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-9	Listen attentively to take accurate notes.
4125-0109-9	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-9	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-9	Summarize and take notes from various sources.
4125-0112-9	Identify and define components of the communication process.
4125-0113-9	Find, read, understand, and use information from books, manuals, computer printouts, and other printed matter or electronic sources such as video terminals.
4125-0114-9	Identify relevant information in oral messages.

4125-0115-9 Determine when more information is needed and ask appropriate questions to gain information.

4125-0116-9 Use higher-order thinking skills to communicate effectively in the workplace and elsewhere.

4125-0117-9 Move rapidly and effectively from one mode of communication to another.

4125-0118-9 Communicate in a clear and concise manner.

4125-0119-9 Interpret written or oral communication in relation to its context and the writer's or presenter's point of view.

4125-0120-9 Participate in formal and informal group discussions and decision making.

Before drafting, the students will:

4125-0121-9 Analyze information supplied in Lesson 6, Module 9, Student Worktext.

4125-0122-9 Assess the intended audience.

4125-0123-9 Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD
4125-02-9

The students will present orally and in writing a position paper outlining their point of view on a business-related issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING, WRITING, RESPONDING, REVISING)

OBJECTIVES

While drafting, the students will:

4125-0201-9 Use appropriate voice.

4125-0202-9 Use logical persuasive methods.

4125-0203-9 Anticipate counter arguments and refute them.

While revising, the students will:

4125-0204-9 Participate in response groups for peer evaluation.

4125-0205-9 Analyze and clarify the paper to improve its meaning and communication.

4125-0206-9	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4125-03-9	The students will produce, through the editing process, an effective position paper presenting their point of view on a business-related issue. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, PREWRITING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-9	Correct fragments and run-ons.
4125-0302-9	Use adjectives and adverbs correctly.
4125-0303-9	Use the proper form of pronouns.
4125-0304-9	Use correct subject-verb agreement.
4125-0305-9	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-9	Use specific words and details.
4125-0307-9	Eliminate slang and jargon.
4125-0308-9	Define unfamiliar terms for the audience.
4125-0309-9	Correct misplaced phrases and clauses.
4125-0310-9	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-9	Paragraph the final draft appropriately.
4125-0312-9	Use transitions between paragraphs.
4125-0313-9	Use correct capitalization.
4125-0314-9	Use standard spelling.
4125-0315-9	Eliminate inconsistencies in tense.
4125-0316-9	Correct faulty parallelism.
4125-0317-9	Eliminate redundancies.
4125-0318-9	Share the final draft.

MODULE #10: COMMUNICATING WITH CLIENTS AND CUSTOMERS

STANDARD 4125-01-10	The students will develop their ability to analyze client/customer problems and arrive at possible solutions. (READING, VIEWING, LISTENING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Through reading selections and discussions, the students will:**
4125-0101-10	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-10	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-10	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-10	Read and understand forms, diagrams, memos, and letters.
4125-0105-10	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-10	Recognize visual cues to meaning.
4125-0107-10	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-10	Listen attentively to take accurate notes.
4125-0109-10	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-10	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-10	Summarize and take notes from various sources.
4125-0112-10	Identify and define components of the communication process.
4125-0113-10	Identify relevant information in oral messages.
4125-0114-10	Demonstrate courtesy when listening.

	Before drafting, the students will:
4125-0115-10	Analyze the intended audience.
4125-0116-10	Analyze information supplied in Lesson 5, Module 10, Student Worktext.
4125-0117-10	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4125-02-10	The students will produce a letter detailing the solution to a client/customer problem. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4125-0201-10	Use appropriate voice.
4125-0202-10	Use proper business letter format.
	While revising, the students will:
4125-0203-10	Participate in response groups for peer evaluation.
4125-0204-10	Analyze and clarify the paper to improve its meaning and communication.
4125-0205-10	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4125-03-10	The students will produce, through the editing process, a final draft of a letter detailing the solution to a client/customer problem. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-10	Correct fragments and run-ons.
4125-0302-10	Use adjectives and adverbs correctly.
4125-0303-10	Use the proper form of pronouns.
4125-0304-10	Use correct subject-verb agreement.

4125-0305-10	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-10	Use specific words and details.
4125-0307-10	Eliminate slang and jargon.
4125-0308-10	Define unfamiliar terms for the audience.
4125-0309-10	Correct misplaced phrases and clauses.
4125-0310-10	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-10	Paragraph the final draft appropriately.
4125-0312-10	Use transitions between paragraphs.
4125-0313-10	Use correct capitalization.
4125-0314-10	Use standard spelling.
4125-0315-10	Eliminate inconsistencies in tense.
4125-0316-10	Correct faulty parallelism.
4125-0317-10	Eliminate redundancies.
4125-0318-10	Share the final draft.

MODULE #11: MAKING AND RESPONDING TO REQUESTS

STANDARD 4125-01-11	The students will develop their ability to analyze a business-related need. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Through reading selections and discussions, the students will:
4125-0101-11	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-11	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-11	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-11	Read and understand forms, diagrams, memos, and letters.
4125-0105-11	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-11	Recognize visual cues to meaning.
4125-0107-11	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-11	Listen attentively to take accurate notes.
4125-0109-11	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-11	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-11	Summarize and take notes from various sources.
4125-0112-11	Identify and define components of the communication process.
4125-0113-11	Review written correspondence, descriptions, directions, and explanations.
	Before drafting, the students will:
4125-0114-11	Analyze the intended audience.

4125-0115-11	Use prewriting strategies; e.g. outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4125-02-11	The students will write a letter or an informed report requesting a response to a business-related need. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4125-0201-11	Use appropriate voice.
4125-0202-11	Use proper business letter or report format.
4125-0203-11	Provide complete and well-organized information.
	While revising, the students will:
4125-0204-11	Participate in response groups for peer evaluation.
4125-0205-11	Analyze and clarify the letter to improve its meaning and communication.
4125-0206-11	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4125-03-11	The students will produce, through the editing process, a letter or informal report requesting a response to a business-related need. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-11	Correct fragments and run-ons.
4125-0302-11	Use adjectives and adverbs correctly.
4125-0303-11	Use the proper form of pronouns.
4125-0304-11	Use correct subject-verb agreement.
4125-0305-11	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-11	Use specific words and details.

4125-0307-11	Eliminate slang and jargon.
4125-0308-11	Define unfamiliar terms for the audience.
4125-0309-11	Correct misplaced phrases and clauses.
4125-0310-11	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-11	Paragraph the final draft appropriately.
4125-0312-11	Use transitions between paragraphs.
4125-0313-11	Use correct capitalization.
4125-0314-11	Use standard spelling.
4125-0315-11	Eliminate inconsistencies in tense.
4125-0316-11	Correct faulty parallelism.
4125-0317-11	Eliminate redundancies.
4125-0318-11	Share the final draft.

MODULE #12: COMMUNICATING TO SOLVE INTERPERSONAL CONFLICTS

STANDARD 4125-01-12	The students will develop their ability to resolve conflicts with a client, customer, or co-worker. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Through reading selections and discussions, the students will:
4125-0101-12	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-12	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-12	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-12	Read and understand forms, diagrams, memos, and letters.
4125-0105-12	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-12	Recognize visual cues to meaning.
4125-0107-12	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-12	Listen attentively to take accurate notes.
4125-0109-12	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-12	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-12	Summarize and take notes from various sources.
4125-0112-12	Identify and define components of the communication process.
4125-0113-12	Identify causes of interpersonal conflict; e.g., not listening, different values, different attitudes, access to different facts, different perceptions.)
4125-0114-12	Identify the relationship between problems at work and poor communication.

4125-0115-12	Identify ways to prevent differences from leading to conflict.
4125-0116-12	Analyze the different messages given when verbal and nonverbal messages conflict.
4125-0117-12	Identify ways to handle different types of on-the-job criticism.
	Before drafting, the students will:
4125-0118-12	Analyze the intended audience.
4125-0119-12	Analyze the simulation information supplied in Lessons 5 and 6, Module 12, Student Worktext.
4125-0120-12	Select a problem-solving approach.
4125-0121-12	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD
4125-02-12

The students will write a memo suggesting a resolution to a conflict with a client, customer, or co-worker. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES	**While drafting, the students will:**
4125-0201-12	Use appropriate voice.
4125-0202-12	Use proper business memo format.
	While revising, the students will:
4125-0203-12	Participate in response groups for peer evaluation.
4125-0204-12	Analyze and clarify the paper to improve its meaning and communication.
4125-0205-12	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4125-03-12	The students will produce, through the editing process, a final draft of a memo suggesting the resolution to a conflict with a client, customer, or co-worker. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, PREWRITING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-12	Correct fragments and run-ons.
4125-0302-12	Use adjectives and adverbs correctly.
4125-0303-12	Use the proper form of pronouns.
4125-0304-12	Use correct subject-verb agreement.
4125-0305-12	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-12	Use specific words and details.
4125-0307-12	Eliminate slang and jargon.
4125-0308-12	Define unfamiliar terms for the audience.
4125-0309-12	Correct misplaced phrases and clauses.
4125-0310-12	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-12	Paragraph the final draft appropriately.
4125-0312-12	Use transitions between paragraphs.
4125-0313-12	Use correct capitalization.
4125-0314-12	Use standard spelling.
4125-0315-12	Eliminate inconsistencies in tense.
4125-0316-12	Correct faulty parallelism.
4125-0317-12	Eliminate redundancies.
4125-0318-12	Share the final draft.

MODULE #13: EVALUATING PERFORMANCE

STANDARD 4125-01-13	The students will develop their ability to evaluate their own job performance. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4125-0101-13	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-13	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-13	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-13	Read and understand forms, diagrams, memos, and letters.
4125-0105-13	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-13	Recognize visual cues to meaning.
4125-0107-13	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-13	Listen attentively to take accurate notes.
4125-0109-13	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-13	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-13	Summarize and take notes from various sources.
4125-0112-13	Identify and define components of the communication process.
4125-0113-13	Identify the purpose of a job description and the employer's expectations.
4125-0114-13	Identify methods of measuring job performance.
4125-0115-13	Identify why performance evaluations are important.

	Before drafting, the students will:
4125-0116-13	Analyze the intended audience.
4125-0117-13	Analyze simulation information supplied in Lessons 8 and 9, Module 13, Student Worktext.
4125-0118-13	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.
STANDARD 4125-02-13	The students will participate in writing and responding to a performance evaluation, with an action plan and a progress chart. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)
OBJECTIVES	**While drafting, the students will:**
4125-0201-13	Use appropriate voice.
4125-0202-13	Include all information that is relevant to the job evaluation and plan of response.
4125-0203-13	Use appropriate business format.
	While revising, the students will:
4125-0204-13	Participate in response groups for peer evaluation.
4125-0205-13	Analyze and clarify the paper to improve its meaning and communication.
4125-0206-13	Make necessary structural, syntactical, and graphic changes for improvement.
STANDARD 4125-03-13	The students will produce, through the editing process, a final draft of a performance evaluation with an action plan and a progress chart. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)
OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-13	Correct fragments and run-ons.
4125-0302-13	Use adjectives and adverbs correctly.

4125-0303-13	Use the proper form of pronouns.
4125-0304-13	Use correct subject-verb agreement.
4125-0305-13	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-13	Use specific words and details.
4125-0307-13	Eliminate slang and jargon.
4125-0308-13	Define unfamiliar terms for the audience.
4125-0309-13	Correct misplaced phrases and clauses.
4125-0310-13	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-13	Paragraph the final draft appropriately.
4125-0312-13	Use transitions between paragraphs.
4125-0313-13	Use correct capitalization.
4125-0314-13	Use standard spelling.
4125-0315-13	Eliminate inconsistencies in tense.
4125-0316-13	Correct faulty parallelism.
4125-0317-13	Eliminate redundancies.
4125-0318-13	Share the final draft.

MODULE #14: UPGRADING, RETRAINING, AND CHANGING JOBS

STANDARD 4125-01-14	The students will analyze effective methods for upgrading, retraining, or changing jobs. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)
OBJECTIVES	**Using reading selections, discussion, and observation, the students will:**
4125-0101-14	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-14	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-14	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-14	Read and understand forms, diagrams, memos, and letters.
4125-0105-14	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-14	Recognize visual cues to meaning.
4125-0107-14	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-14	Listen attentively to take accurate notes.
4125-0109-14	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-14	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-14	Summarize and take notes from various sources.
4125-0112-14	Identify and define components of the communication process.
4125-0113-14	Identify possible needs to change jobs.
4125-0114-14	Assess personal attitudes and skills and analyze how they affect job performance.
4125-0115-14	Identify the impact of communication skills on job success and promotions.

4125-0116-14 Identify resources for upgrading, retraining, and changing jobs.

4125-0117-14 Gather information to keep up-to-date by reading professional journals, identifying professional organizations, identifying inservice training courses.

Before drafting, the students will:

4125-0118-14 Analyze the information in the Student Worktext.

4125-0119-14 Analyze the intended audience.

4125-0120-14 Summarize information from self-analysis.

4125-0121-14 Use prewriting strategies; e.g, outlining brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD
4125-02-14

The students will write a self-evaluation summary that relates information about upgrading, retraining, or changing jobs to their own career goals. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES **While drafting, the students will:**

4125-0201-14 Use an appropriate voice.

4125-0202-14 Summarize accurately.

While revising, the students will:

4125-0203-14 Participate in response groups for peer evaluation.

4125-0204-14 Analyze and clarify the paper to improve its meaning and communication.

4125-0205-14 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD
4125-03-14

The students will produce, through the editing process, a self-evaluation summary that relates career goals to upgrading, retraining, or changing jobs. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-14	Correct fragments and run-ons.
4125-0302-14	Use adjectives and adverbs correctly.
4125-0303-14	Use the proper form of pronouns.
4125-0304-14	Use correct subject-verb agreement.
4125-0305-14	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-14	Use specific words and details.
4125-0307-14	Eliminate slang and jargon.
4125-0308-14	Define unfamiliar terms for the audience.
4125-0309-14	Correct misplaced phrases and clauses.
4125-0310-14	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-14	Paragraph the final draft appropriately.
4125-0312-14	Use transitions between paragraphs.
4125-0313-14	Use correct capitalization.
4125-0314-14	Use standard spelling.
4125-0315-14	Eliminate inconsistencies in tense.
4125-0316-14	Correct faulty parallelism.
4125-0317-14	Eliminate redundancies.
4125-0318-14	Share the final draft.

MODULE #15: IMPROVING THE QUALITY OF COMMUNICATION

STANDARD 4125-01-15	The students will learn to solve job-related problems through simulation of a real workplace experience. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	**Through reading, discussion, and observation, the students will:**
4125-0101-15	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4125-0102-15	Comprehend technical words and concepts that pertain to a particular occupation.
4125-0103-15	Restate or paraphrase a written selection to confirm understanding of what was read.
4125-0104-15	Read and understand forms, diagrams, memos, and letters.
4125-0105-15	Adjust reading strategies to purpose and type of reading (skimming and scanning).
4125-0106-15	Recognize visual cues to meaning.
4125-0107-15	Determine when more information is needed and ask appropriate questions to gain information.
4125-0108-15	Listen attentively to take accurate notes.
4125-0109-15	Analyze information gathered from various sources (oral presentations, audiotapes, VCRs).
4125-0110-15	Recognize nonverbal cues that influence the meaning of oral communication.
4125-0111-15	Summarize and take notes from various sources.
4125-0112-15	Identify and define components of the communication process.
	Before drafting, the students will:
4125-0113-15	Analyze the simulation information in Module #15, Student Worktext.
4125-0114-15	Assess the intended audience.

4125-0115-15	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4125-02-15	The students will write a solution to a problem arising from a simulated workplace experience. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While drafting, the students will:**
4125-0201-15	Use appropriate voice.
4125-0202-15	Use appropriate business format.
	While revising, the students will:
4125-0203-15	Participate in response groups for peer evaluation.
4115-0204-15	Analyze and clarify the paper to improve its meaning and communication.
4115-0205-15	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4125-03-15	The students will produce, through the editing process, a final draft of a report, letter, or memo summarizing a solution to a problem arising from a simulated workplace experience. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4125-0301-15	Correct fragments and run-ons.
4125-0302-15	Use adjectives and adverbs correctly.
4125-0303-15	Use the proper form of pronouns.
4125-0304-15	Use correct subject-verb agreement.
4125-0305-15	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4125-0306-15	Use specific words and details.
4125-0307-15	Eliminate slang and jargon.

4125-0308-15	Define unfamiliar terms for the audience.
4125-0309-15	Correct misplaced phrases and clauses.
4125-0310-15	Punctuate the final draft correctly, especially dialogue if applicable.
4125-0311-15	Paragraph the final draft appropriately.
4125-0312-15	Use transitions between paragraphs.
4125-0313-15	Use correct capitalization.
4125-0314-15	Use standard spelling.
4125-0315-15	Eliminate inconsistencies in tense.
4125-0316-15	Correct faulty parallelism.
4125-0317-15	Eliminate redundancies.
4125-0318-15	Share the final draft.